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Curricular Sport-for-Development Programmes and Positive Youth Development; Perspectives in a Scottish Context

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DECLARATION PAGE

I confirm that I, Jennifer Anne Treacy, have composed this thesis. It is entirely my own work and it has not been submitted for any other degree or professional qualification.

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THESIS ABSTRACT

This thesis investigated pupil and staff experiences of a curricular sports programme known as the Scottish School of Sport (SSoS). Participation in these types of sports programmes is a promising avenue to foster what is known as Positive Youth Development (PYD; Holt, 2008). PYD is based on a strengths-based model, in which youth are seen as having the ability to develop and enhance socially desirable characteristics. As greater responsibility is placed within the Scottish Curriculum for Excellence (CfE) for enhancing aspects commonly associated with PYD such as social and emotional well-being, it is essential to understand how school provision may develop these characteristics. The majority of research involving sport and youth development is cross-sectional and quantitative in nature, with very few studies drawing on qualitative evidence. In addition, research involving curricular sports programmes such as the SSoS, and their ability to foster aspects of PYD is limited. This research employed a sequential multi-phase mixed methods design consisting of three phases (QUAL→QUAN→QUAL). The three phases of research began with an exploratory design, which sought to understand the research context through documentary analysis and semi-structured interviews with associated SSoS staff (Phase 1) and then to investigate pupil PYD reports with a longitudinal quantitative design that was comprised of two survey questionnaires (Phase 2). The final phase (Phase 3) was explanatory in nature and utilised semi-structured interviews with pupils both enrolled and not enrolled in the SSoS; these interviews sought explanations for the results which emerged from the previous two phases. A further extension phase, which analysed Tweets and the physical environment of the school, was devised to add further depth to findings from the earlier data collection.

Findings overall indicated that while participation in the SSoS was a positive and engaging experience for most pupils, it was unclear if the pupils perceive the positive outcomes to be transferrable to other contexts, which was a key overarching aim of the SSoS. Programme 'selection' appeared to be a self-validating factor for increases in pupils' confidence in their athletic ability. With recent requirements such as 'playing for the school team' added to the programme documentation, the SSoS has, perhaps unwittingly, taken on a 'sports-plus' approach, where the developmental aims have become secondary to sport performance. This research adds to the continuing conversation regarding the possible developmental nature of sport programmes and the continued search for positive avenues in which to enhance social and emotional development and HWB in the school context.

A NOTE ON TERMINOLOGY

Throughout this thesis you will come across many different variations of the word 'youth': students, pupils, adolescents, etc. The term 'youth' is commonly used in the US and Canadian contexts and is an obvious part of the term Positive Youth Development. The UN defines 'youth' as persons between the ages of 15-24 (UNESCO, 2016b). However, commonly in development literature, persons younger, and overlapping into the above age group are referred to as adolescents. The World Health Organisation (WHO; 2011) defines adolescence as the period of time between ages 10 and 19. In research regarding PA and health, the most commonly defined age group of interest are those ages 11-16 for a number of reasons (see below the note on Scottish schools). In addition, the current Scottish terminology used in a number of documents and surveys is either 'pupils' or more recently, 'school-aged children'; however, 'school-age' could include children as young as 5 years of age. The popular term in the US and Canada is 'students'. Most importantly, throughout this thesis the term for persons attending school will be 'pupils' unless otherwise noted and the age group referred to when discussing 'youth' or 'adolescents' will be the target group, ages 11-16 years of age. This age group also coincides with the study's cohort.

A NOTE ON SCOTTISH SCHOOLS

In Scotland, schooling is divided into primary (referred to in 7 different 'levels' P1-P7) and secondary school (referred to in 6 different 'levels' S1-S6). Within secondary school, it is further divided into lower school and upper school with the lower school equating to a 'general' learning curriculum and upper school equating to the beginning of specialisation and preparation for subject-based 'higher' exams. Pupils ages 11-17 (and sometimes 18) attend secondary school. The division between lower and upper school is of particular interest as during ages 11-16, pupils, for the most part, are partaking in a general school curriculum although, the interpretations of the split vary between local councils.

KEY ABBREVIATIONS

ASPM:	Applied Sports Programming Model
BERA:	British Educational Research Association
BRSQ:	Behavioural Regulation in Sport Questionnaire
CfE:	Curriculum for Excellence
DMSP:	Developmental Model of Sport Participation
ECT:	Ecological Systems Theory
HBSC:	Health Behaviour in School-Aged Children (survey)
HMIE:	Her Majesty's Inspectorate for Education
HWB:	Health and Well-Being
IMI:	Intrinsic Motivation Inventory
LfS:	Living for Sport
LMSMA:	Let's Make Scotland More Active
MVPA:	Moderate-to-vigorous physical activity
NGB:	National Governing Body
NHS:	National Health Service
NRCIM:	National Research Council Institute of Medicine
OST:	Out-of-school time
PA:	Physical activity
PASS:	Physical Activity for Scottish Schoolchildren (survey)
PATF:	National Physical Activity Task Force
PE:	Physical Education
PESS:	Physical education and school sport
PPCT:	Process-person-context-time (model)
PYD:	Positive Youth Development
SAQ	Self-Attributes Questionnaire
SDT:	Self Determination Theory
SFA:	Scottish Football Association
SHeS:	Scottish Health Survey
SHPSU:	Scottish Health Promoting Schools Unit
SMS & SMS II:	Sport Motivation Scale (II is revised version)
SoB:	School of Basketball
SoD:	School of Dance
SoF:	School of Football
SoR:	School of Rugby
SoSw:	School of Swimming
SQA:	Scottish Qualification Authority
SRU:	Scottish Rugby Union
SSoS:	Scottish School of Sport
UK:	United Kingdom
UN:	United Nations
UNICEF:	United Nations International Children's Emergency Fund
WHO:	World Health Organisation
YS:	Youth Scotland
YST:	Youth Sport Trust

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PREFACE- POSITIVE YOUTH DEVELOPMENT AND CURRICULAR SPORTS PROGRAMMES

Positive Youth Development (PYD) is a strengths-based perspective from which youth, or adolescents, are seen to have the ability to acquire, develop, and enhance socially desirable characteristics (Little, 1993). PYD has been operationalized in the form of what Lerner et al. (2005) refers to as, 'the 5 Cs of development'. These 5 Cs, confidence, competence, connection, character, and compassion/caring, when developed, can lead to a sixth C: contribution (Lerner et al., 2013). Lerner et al.'s (2005) 4-H Study on PYD provided the benchmark for subsequent PYD studies and despite several reconceptualization's of PYD (i.e. 4 Cs proposed by Coakley (2011)), Easterbrooks, Ginsburg, and Lerner (2013) argue that the 5 Cs model has been the most often studied and that the five constructs they have identified are 'practical, actionable, and empirically verified' (p. 104).

In Scotland, since 2004, curriculum reforms have placed greater responsibility on schools and teachers to enhance aspects commonly associated with PYD such as social and emotional well-being. The Curriculum for Excellence (CfE) places these concepts at the forefront of curricular outcomes in their 'Health and Well-Being Across the Curriculum' (HWB) guidance (Curriculum for Excellence, 2012; Department of Health, 2007; HMIE, 2006; Scottish Executive, 2011). As the responsibility for HWB outcomes is placed on schools and educators, it is essential to understand how school provision can enhance and develop these characteristics.

Sport is the most popular organised activity undertaken by children (Larson & Verma, 1999). There are many research studies that link sport participation to outcomes such as, diminished depressive symptoms, enhanced social skills, and increased engagement in other school activities (Eccles et. al, 2003; Fox, 1999; Holt & Sehn, 2008; President's Council on Physical Fitness and Sports, 2009). Eime et al.'s (2013) systematic review specifically linked participation in sport to enhanced socio-emotional characteristics associated with aspects of the PYD model. In fact, Fraser-Thomas, Côté, and Deakin's (2005) Applied Sport Programming Model

(*ASPM*; Figure 1.1) describes key characteristics of sports programmes that foster PYD. This model combines aspects of participation such as the frequency and duration with the 40 developmental assets identified by Benson (1997) and the 8-setting setting features of PYD programmes suggested by the National Research Council in Medicine (NRCIM, 2002).

The creation of curricular sports 'academies' and 'schools' of sport, which are provided during the school day, is a growing trend throughout Scotland. These 'schools' and 'academies' aim to use organised sport as a medium for explicitly enhancing HWB as well as many of the characteristics associated with PYD. As this provision grows throughout secondary schools in Scotland, it is important to understand the research-based evidence that supports these programmes, the developmental outcomes for pupils who participate in these programmes, and the experiences of the participants themselves.

Purpose and significance of this research

To date, a majority of the research investigating the relationship between sports programmes and PYD has been cross-sectional and quantitative in nature and few studies have been found that draw on qualitative evidence (Eime et al., 2013; Hamilton, 2014). Because of this, the lived experiences and the perspectives of programme participants have not been fully explored. In Scotland, independent, objective research investigating the outcomes of curricular sports programmes is limited. The Scottish School of Sport (SSoS), a programme which was initially developed by the school in which it is situated, was modelled on the Scottish Football Association's (SFA), School of Football (SoF), and the Scottish Rugby Union's (SRU), School of Rugby (SoR). These established programmes have made explicit links to CfE, in particular the HWB outcomes, as well as the setting and participation features consistent with the aforementioned *ASPM* (Fraser-Thomas, Côté, & Deakin, 2005). A central aim of the SSoS is to enhance PYD and HWB characteristics through the medium of the 5 sports offered: football, rugby, basketball, swimming, and dance. Throughout the current research, the published

aims of the programme and the implementation of these aims are explored through the perspectives of staff members and pupils. In addition, this research focuses on investigating whether or not pupils who participate in the programme report higher levels of PYD characteristics than pupils who are not enrolled. Furthermore, if they do report higher levels, whom, in what context, and why?

The current study explores an area of concern with regard to socio-emotional health, internationally and in the UK, a concern which is currently a national priority in Scotland. The research design provides the basis for a rich investigation of how and why aspects of PYD may be fostered through curricular sports programmes such as the SSoS and provides recommendations for schools that may be considering offering these programmes in the future.

An autobiographic note

As a qualified secondary science teacher, it may appear that this research has taken me in a different direction from that of my original degree work. However, when I was a Biology teacher in inner city Chicago, I noticed that many of my pupils were not engaged in class, or in the overall school. However, it was only when I volunteered for two days a week to help with the school's gymnastics programme that I noticed that pupils who were attending the programme were more engaged in my science classes. The pupils, with whom I was building relationships with outside of the classroom, did not suddenly decide that they had a passion for the subject; it seemed to me that they wanted to engage in my class because of the new and different kind of relationship that I had formed with them. This experience made me ask questions about the nature of participation in extra-curricular activities and potential links to wider school engagement.

Sport has always been at the forefront of my life. From a young age I competed at high levels in gymnastics, moving on to compete at the University level. I have learned how to fail; how to succeed; how to work hard; the importance of determination; and a number of other valuable life skills from sport. By no means,

however, do I feel that my experience is unique to sport. Friends, family, and colleagues have shared with me stories of drama clubs, orchestras, and chess clubs that have given them similar experiences to my own in sport. My family also runs their own gymnastics club which has, over the past 10 years, continued to promote values of inclusion, hard work, and dedication, rather than just athletic performance. These experiences led me to question whether, in an era of performance-driven assessment and merit-based approaches, are there still programmes that can truly focus on sport for the purposes of development rather than sport for performance?

As I undertook my PhD in Scotland, it was clear that the landscape of extra-curricular provision was significantly different than what is on offer in my native US. So, when I learned about the SSoS, I was very interested in their approach to sport participation, as it seemed to 'tick all the boxes' with its explicit aim to promote sport-for-development rather than for performance alone. Choosing to undertake my research at this school led me to reflect in some depth on my own experiences of sport and allowed me to undertake a project with personal interest and meaning.

Summary of individual chapters

The preceding paragraphs have provided an overall context for my research and have outline my personal and professional interest in the topic. In the paragraphs which follow, a detailed account is given of the research study which was designed and conducted for this thesis and which allowed me to answer the following research questions:

> *"Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD characteristics? If so, whom, in what context, and why?"*

Chapter 1, the Literature Review, is structured in a way that lends weight to both the research context of the thesis and the increasing number of sports programmes internationally, in the UK, and throughout Scotland which have developmental aims. This chapter includes a review of the health-based focus of sport provision in

Scotland, which stands in sharp contrast to programmes in England. Research regarding the developmental nature of sports programmes is reviewed throughout the chapter and key sport-for-development programmes and policies are analysed, compared, and contrasted with aspects of the *ASPM* (Fraser-Thomas, Côté, & Deakin, 2005). The uniqueness of the SSoS programme and descriptions of the programme features are presented in this chapter. The purpose of the review is twofold: it is to identify and critique existing research that has been undertaken into curricular sports programmes; and to consider what additional research is required to allow us to further understand how these programmes, taking into account programme features and implementation, can be used to promote PYD and HWB.

Chapter 2, Methodological Considerations, provides an overview of the strengths and purposes of mixed methods research designs (MMD) as well as a rationale for using two complex sequential designs, exploratory and explanatory, in this thesis. The 3-Phase research design of this study is described and justified in some detail in this section. A further extension phase is also described. Accounts of each of the data collection approaches used in each phase are provided along with discussions of the strengths and limitations of each approach. This chapter also presents the methodological considerations such as triangulation and complementation used in the research design. Issues concerning reflexivity, generalisation, validity, trustworthiness, and key ethical considerations are explored at each stage of the study. Approaches to analysis using descriptive and inferential statistics for the quantitative phase as well as thematic analysis and principles of constructivist grounded theory (Charmaz, 2006) for the qualitative phases are also discussed in-depth.

Chapter 3, the Data Presentation, Results, and Findings Chapter, is organised into four sections. Each section presents key findings from each phase of the data collection: the 3-phase design which was initially planned as well as the fourth extension phase. The first section provides findings from the initial interviews undertaken with SSoS staff members as well as documentary analysis of key publications from the SSoS programme. The second section presents results from the

longitudinal, quantitative survey, administered to the sample pupil groups during the 2013/14 school year. The aim of this section is to show differences (or not) in PYD reports between those enrolled and those not enrolled in the SSoS at the time of the study. The third section presents findings from the semi-structured pupil interviews, which elucidate the findings from the previous two phases. The final extension phase section analyses data collected from the programme's Twitter account along with aspects of the school's physical environment, which adds further comment on the pupils' perspectives which are presented in Phase 3.

Chapter 4, the Discussion Chapter, brings together the findings from the four phases to answer the research questions and discusses the findings in light of key literature which was examined in Chapter 1. Recommendations for schools and professionals who are currently delivering or are considering delivering these programmes is provided near the end of this chapter. Conclusions are drawn regarding the SSoS programme in the wider context of sport-for-development programmes and this discussion provides the basis for the implications section of this chapter.

Although this thesis focuses on one curricular, sport-for-development programme, it acknowledges the wider policy contexts in which programmes such as the SSoS are situated. Sport is also inherently linked with physical activity (PA) and Physical Education (PE) as part of school provision; however, a key distinction is made throughout this thesis: while the SSoS programme is delivered during the school day, it is not merely an extension of pupils' PE provision; rather, it is separate and distinctive.

CHAPTER 1 LITERATURE REVIEW

1.1 Introduction

The World Health Organisation (WHO), through policy recommendations and initiatives, has begun to tackle the growing problem of physical inactivity and the associated negative socio-emotional outcomes (WHO, 2010a). To tackle these issues is a considerable challenge, especially in Scotland, a country with one of Europe's highest rates of mortality from diseases linked to physical inactivity (Scottish Executive, 2003a, 2011). Scotland has placed increasing responsibility on education to produce mentally and socially 'well' citizens (Scottish Executive, 2007). Therefore, policy makers have enacted a nationwide physical activity (PA) action plan entitled, *Let's Make Scotland More Active (LMSMA)* (Scottish Executive, 2003b), and have added a distinct emphasis on health and well-being (HWB) across the school curriculum (Curriculum for Excellence *(CfE)*, 2012; Department of Health, 2007; HMIE, 2006; Scottish Executive, 2011). Although these policies and curricular documents take into account the WHO's recommendations, in practice, schools are often falling well short of these benchmarks (Reid, 2009; Thorburn & Horrell, 2012). Therefore, this critical review of the literature will begin by discussing the international policy aimed at promoting HWB, which will then lead to a consideration of Scottish approaches to HWB, paying particular attention to the unique challenges presented in the Scottish context.

Following the policy context discussion, this review will consider Positive Youth Development (PYD), a growing body of literature and strengths-based model that emphasizes positive skill building for adolescents (Lerner & Silbereisen 2007). In particular, PYD focuses on socio-emotional skill building and the essential transfer of these skills across different contexts of adolescents' lives, such as home and school life (Lerner, R., Almerigi, Theokas, & Lerner, J., 2005). Research on PYD is often associated with out-of-school (OST) time, or extra-curricular activities; however, findings and recommendations from PYD research can provide insights

into potential *curricular*[1] avenues for fostering HWB. Therefore, this review will consider the potential curricular avenues for enhancing HWB and PYD and, in particular, will highlight sporting activity as a popular medium for achieving positive outcomes.

Within a school context, Physical Education (PE) and sport, particularly in Scotland, are often the chosen medium of activity for addressing HWB aims (PEPAS Group Report, 2011). However, this review will focus on sporting opportunities rather than PE. Furthermore, the increasing responsibility placed on schools to provide the HWB experiences and to achieve positive outcomes will be a topic of discussion within the context of the set aims of school-based and other sports programmes. These distinctions and discussions have important implications for the potential developmental impact of these programmes as well as for recommendations for school provision.

The potential for 'sport' to increase lifelong PA, in addition to fostering skills such as teamwork, leadership, and respect for others, is frequently highlighted in the literature (Holt & Sehn, 2008; Horrell, Sproule, & Gray, 2012; "Maximizing the Benefits of Youth Sport," 2013). In addition, studies investigating participation in sport have linked certain types of participation to increased motivation (Fox, 1997). A number of PYD studies investigate the potential of extra-curricular sport programmes to enhance PYD; in particular, how certain types of participation may lead to the development of the 5 Cs [Competence, Confidence, Connection, Character, and Caring/Compassion] (e.g. Jones, Dunn, Holt, Sullivan, & Bloom, 2011). Following an extensive review of the literature it has been found that previous research on this topic has largely focused on outcomes associated with *extra-curricular* sport programmes (e.g. Agans & Geldhof, 2012; Fraser-Thomas, Côté, & Deakin, 2005; Slutzky & Simpkins, 2009). However, in Scotland, two programmes, the School of Football (SoF) and the School of Rugby (SoR) have been established by their respective governing bodies (the Scottish Football Association

[1] The word 'curricular' in this context refers to activities that occur in a pupil's scheduled timetable, while extra-curricular refers to activities that occur out-with the planned school day, but occur in association with the school.

(SFA) and the Scottish Rugby Union (SRU)) that utilise *curricular* sport programmes as a means of targeting HWB and PYD in adolescents. This review will also suggest that these programmes, in their current form, appear to be unique to the Scottish context. Therefore, this review will examine extra-curricular provision in Scotland and a rationale for the emergence of curricular programmes aimed at tackling HWB and PYD will be provided.

As previously mentioned, the SFA and the SRU, in partnership with the Scottish Government initiative *CashBack for Communities,* have established what is known as the "Schools Of" programmes ("Cashback for communities," 2014). These programmes, whose aims are to create a positive and enjoyable learning environment outside the 'traditional' classroom, emphasise fostering transferrable socio-emotional skills through the medium of sport. In 2008, the Scottish Government invested £2.2 million in the SFA alone for programmes such as the SoF ("*Cashback for communities*," 2014). To date, only government-funded, "in-house" evaluations have been conducted on the effectiveness of these programmes and very little independent research can be found on the topic (Levermore & Beacom, 2008). In the review that follows, an account of the inception and development of this national funding scheme will be provided and local participation opportunities will be described.

The staff members of one particular Scottish secondary school perceived significant behavioural improvements after just one year of providing both the SoF and SoR in their curriculum. These improvements, which included increases in attendance and a sharp decline in the number of referrals, led to the staff creation of additional opportunities for adolescents to participate by adding three further 'Schools Of' to their curriculum [Basketball, Dance, and Swimming]. Together, the five 'Schools Of' are known as the Scottish School of Sport (SSoS). This 'School of Sport' can be differentiated from other sport schools or specialist schools by its emphasis on 'sport for all' and HWB objectives, rather than on elite sport performance. Thus, this review will provide a detailed outline of the programme's context, its aims, and a brief comparison with other specialist approaches. There has to date, been no research conducted which has evaluated the effectiveness of this particular curricular

programme in meeting PYD and HWB outcomes or its potential impact on participants. The purpose of this current research, therefore, was to investigate the student experience of both those students who were enrolled and those who were not enrolled in the SSoS, using both quantitative and qualitative data gathering approaches. In addition to student perspectives, the views of staff associated with the programme were also explored. Chapter 4, the Discussion chapter, will integrate these perspectives and in light of the findings from the extensive data collection and analysis, will discuss this alternative curricular approach to promoting HWB and PYD.

1.2 HWB: Global and national policy, curriculum, and practice

The definition of health and well-being (HWB) that will be used throughout this thesis is based on the World Health Organisation's (WHO) definition of health:

> *Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity* (WHO, 2010a).

Horrell, Sproule, and Gray (2012) also use this definition in their paper entitled *Health and wellbeing: a policy context for physical education in Scotland*, highlighting its encompassing features not only of the biological aspects of health, PA, and nutrition, but more broadly the social, mental, emotional, and spiritual dimensions of healthy development.

In 2008, the WHO estimated that world-wide, 3.2 million deaths per year could be attributed to low activity levels (WHO, 2010a). Scotland in particular has one of Europe's highest mortality rates from diseases linked to physical inactivity (Scottish Executive, 2003a). More specifically, the Scottish Executive estimates that low activity levels contribute to around 2,500 deaths per year in Scotland and costs the National Health Service (NHS) approximately £94 million annually (Brown et al., 2015). In response to these alarming statistics, policy makers have initiated several national strategies to tackle this culture of inactivity. In 1999, Scottish ministers set

up the National Physical Activity Task Force (PATF), followed by a government 'commitment' to tackle this issue, in the White Paper *"Towards a Healthier Scotland"* (Department of Health, 1999). While this publication demonstrated a positive commitment on the part of the government towards developing and sustaining a national policy for tackling inactivity, according to the PATF, there were few comprehensive strategies, policies, or programmes that could positively impact PA rates in Scotland long-term. The task force noted that "where good practice exists, it is not available throughout Scotland…[and] many examples of good practice are short-term projects" (Scottish Executive, 2003b, p. 10). The task force, therefore, proposed a new national strategy for promoting PA for health, known as *Let's Make Scotland More Active* (*LMSMA*) (Scottish Executive, 2003b). This publication highlighted the many benefits of PA, not only for 'physical health aspects' but also for more general well-being and socio-emotional outcomes. More recently, in 2012, "improving mental well-being" was added to the National Performance Framework as a national indicator, along with "increasing physical activity", further emphasizing the interrelationship between the two domains (Brown et al., 2015). Furthermore, the WHO considers 'mental well-being' as fundamental to the organisation's definition of health, and notes that mental disorders and depression often co-exist with other physical ailments such as obesity and poor cardiovascular health (WHO, 2013).

The *LMSMA* initiative highlights this relationship by explaining that active people have "greater wellbeing" and "fewer symptoms of depression" (Scottish Executive, 2003b, p. 16). They also emphasize that inactive people have "poorer self-esteem, higher anxiety, and higher stress levels", and that these negative outcomes are no less severe than physical health problems (ibid). In addition to being at risk of mental ill-health, inactive children are more likely to engage in potentially health-harming behaviours, such as smoking and using alcohol, than are active children (ibid). Given these conclusions, it is worrying that PA levels in children and young people in Scotland continue to decline, with more and more in this age group failing to meet the WHO's (2010a) recommended 'accumulation' of 60 minutes of moderate to vigorous physical activity (MVPA) per day (Brown et al., 2015).

The Scottish National Health Survey (SHeS) (conducted in 1995, 1998, 2003, and 2008-2015) has consistently reported this decline in the levels of PA of young people in Scotland as they reach adolescence (in 2011, 80% of children aged 5-7 met the PA guidelines, while by age 13-15 this figure dropped to 55% (Scottish Executive, 2011)). Perhaps even more worrying is the static gap in PA levels between girls and boys (in 2014 it was six percentage points[2] (Brown et al., 2015, p. 140)). Encouragingly, there has been some narrowing in this gender gap reported in earlier studies (in 2008 it was as high as 13 percentage points) (ibid). However in 2014, for the 13-15 age group, there were *sixteen* percentage points between girls and boys, demonstrating a very sharp difference between genders, with boys reporting much higher levels of PA than girls (Brown et al., 2015, p. 141). Therefore, increasing adherence to PA guidelines, not only for their physical health, but also for their mental well-being, becomes a major priority, not only for girls, but also for this particular age group (13-15 years old).

1.3 Tackling inactivity in young people

The benefits of PA for adolescents are consistently highlighted in the research literature (e.g. Armour & Sandford, 2013; Bauman et al., 2012; Eime et al., 2013; Sandford, Armour, & Warmington, 2006; Wicker & Frick, 2015). There are two domains of benefits: PA for biological health and PA for mental health. As previously emphasized, physical inactivity is a primary risk factor for several chronic diseases such as obesity, cardiovascular conditions, and Type 2 Diabetes (WHO 2008). A 1986 study of PA conducted with 17,000 Harvard students found that the greater the levels of PA, the lower the mortality rate, especially in the case of cardiovascular disease. In addition, Ruiz's 2004 literature review of the evidence base for sport policy concluded that research evidence consistently suggests that people with active lifestyles are at lower risk of these chronic diseases. While Ruiz does caution that the relationship between PA and health in young people is unclear, there are clear links to physical inactivity in youth and increased morbidity.

[2] With boys reporting much higher levels of PA than girls (Brown et al., 2015, p. 140).

Tackling this inactivity is difficult as many youth report barriers to being physically active (Inchley, Kirby, & Currie, 2008). For example, the Physical Activity for Scottish Schoolchildren (PASS) project (2008), which included over 1600 schoolchildren from four local authority areas in Scotland, found that between P7 and S4 there was an increase in the proportion of boys reporting a "lack of interest" and "too much homework" as barriers to PA participation. Among girls, there was an increase in all nine of the measured barriers: lack of time; poor access; lack of interest; preferring other things; lack of skill; lack of equipment; poor weather; feeling embarrassed; and too much homework. However, this study did not measure any perceived barriers due to health reasons or health perceptions. The SHeS (2012-2014) did measure health reasons as a barrier to PA and the 2013 results indicated that 35% of people overall who had not participated in sport in the previous month did not participate because of "health reasons". Although they do not provide data on children in this category, from young people aged 16-34, 11% mentioned health reasons as a barrier to sport participation (Scottish Executive, 2011, p. 150). This indicated that perceived barriers increased over time and Inchley, Kirby, and Currie (2008) suggested that this is due to competing priorities in this age group. As a result of these findings they recommended that programmes need to help young people to overcome these barriers and demonstrate that PA can be a manageable part of everyday life.

While the benefits of PA for biological health are crucial, living an active lifestyle is also shown to enhance mental health. Prior to identifying barriers to PA, the PASS project concluded that in the study sample, "physical activity was associated with relaxation, happiness, feeling good about oneself, and feeling better" (Inchley, Kirby, & Currie, 2008, p. 57). Furthermore, in interview accounts from thirty participants, the young people described physical activities as "nice and peaceful" and reported that PA in general "relaxes you" (ibid). These findings are consistent with several other studies that link mental health and PA. For example, Grant's (2000) review of the scientific evidence on PA, and its effects on mental health, found that the greatest

effects of PA are decreases in symptoms of anxiety and depression and an improved sense of well-being and self-esteem.

Despite these findings, activity levels across age levels continue to decline—even more alarmingly so in children. The WHO (2008) estimates that 60% of adults and two-thirds of young people globally are not meeting the daily requirements for health-promoting PA. In Scotland, the SHeS (2014) found that only 70% of all children aged 2-15 met the MVPA guidelines (the *LMSMA* strategy target is 80%). The 13-15 year old age group in particular was well below the average, with 59% of boys and only 43% of girls reaching the recommended amount of PA per day. Although the overall figure was an improvement from the 2008 figure of 64%, there has neither been a consistent improvement over time, nor a significant increase in activity levels. In addition, there is a sharp decline in the activity levels of adolescent girls when compared to their younger counterparts, and a marked increase in the polarization between the most active and least active groups (Ruiz, 2004) (the most active groups have continued to increase their activity levels, while the least active have actually decreased their levels of participation).

A possible explanation for these decreased activities levels can be linked to a key finding from the PASS project: that engagement in PA decreased significantly during the primary-secondary school transition. At this transition point, many pupils, aged 11-13, reported dropping out of organised PA programmes such as school teams and inter-school competitions. Specifically, they found that although participation dropped for both boys and girls during this time period, a sharper decline occurred in girls' participation. One factor, *social support* (or lack of), i.e. *not* 'having someone to go with', was identified as a potential risk factor for declining participation levels. This finding suggests that opportunities to build new friendships through sport programmes could be key in retaining participants, especially female participants. In addition, the project found that changes in provision occurred during this transition and that a lack of continuity was a reason why some pupils did not continue with these programmes. It is interesting to note that changes in provision occurred during this transition along with the arrival of other issues, such as activities being

dependent on specialist staff members being available for particular activities. All of these factors were found to create barriers to participation in PA for adolescents. The findings of the PASS project were consistent with those of several other Scottish specific studies (e.g. Scottish Executive, 2003b) and results from the annual SHeS. The challenge, therefore, concerning how to address these barriers and effectively increase PA levels remains.

In 2003, the PATF proposed that any programmes that utilise the *LMSMA* national strategy must be aligned with a prescribed set of values presented by the task force. These values include "long-lasting structures," "high-quality development influenced by evidence," and "[work that] gives equal value to social and emotional outcomes as well as the physical health benefits" (Scottish Executive, 2003b, p. 22). In other words, the task force described a clear need for programmes and initiatives that are sustainable over time, are directly aligned to research evidence (i.e. aimed at targeting the most inactive groups), and have a specific focus on the socio-emotional outcomes of its participants. A clear recommendation by the task force was that "it is vital [for children and young people] that we do not miss the opportunity *while they are at school* to provide this health education" (Scottish Executive, 2003b, p. 24). Indeed, since this publication, the distinct emphasis on HWB across the school curriculum has resulted in schools encouraging regular PA and promoting essential socio-emotional skill building. In particular, the curriculum-wide initiatives emphasise a common responsibility amongst educators to help pupils learn to "make informed decisions in order to improve their mental, emotional, social and physical well-being" as well as to encourage "active and responsible roles in their schools and communities" (*Curriculum for Excellence*, 2012, pp. 8-12).

1.3.1 THE SCOTTISH CURRICULUM

The Scottish Executive (2003a, 2003b) has published clear policy guidelines that put education and the school curriculum at the forefront for tackling inactivity in Scotland. Since the development of the WHO's *Ottawa Charter for Health Promotion* (1986), Scotland has been dedicated to what is known as the 'health-

promoting schools' movement (Forrest, 2008). Forrest (2008) explains that early work in this area focused on three main components: "the formal curriculum…the school ethos, and links with the family and community" (p. 491). In 2002, the government announced that every school in Scotland should become a health-promoting school by 2007 (ibid). The publication *Being Well - Doing Well* (2004) provided a framework of support for this task and, together with the Scottish Health Promoting Schools Unit, this framework identified six key areas in which each school should focus their efforts to achieve these government targets: Leadership and management; Ethos; Partnership working; Curriculum, learning, and teaching; Personal, social, and health education programmes; and Environment, resources, and facilities (ibid). Three areas of particular interest to this thesis are: Ethos, Curriculum, and Personal, social, and health education programmes.

Following this publication, a great deal of emphasis was placed on each school's ability to promote health education and several national strategies were put in place in accordance with this framework. Three of particular note were, *Active Schools* (2003), *Hungry for Success* (2003), and *The National Programme for Improving Mental Health and Well-Being Action Plan 2003-2006. Active Schools* (2003) is a government and SportScotland, Scotland's governing body of sport, funded network of coordinators that was created to provide additional avenues for PA and sporting opportunities in schools. *Hungry for Success* (2003) addressed provisions for healthy lifestyles in schools, adding access to drinking water to the list of school requirements as well as providing clear guidance on nutrition in school lunches. The final national strategy, *The National Programme for Improving Mental Health and Well-Being Action Plan 2003-2006,* specifically highlighted the responsibility of the schools to promote mental, emotional, and social well-being. Since these publications, there have been regulatory updates, such as the 2008 publication *Healthy Eating in Schools* that provided clarification and additional guidelines for nutritional provision in schools. This update was established after the passing of the *Schools (Health Promotion and Nutrition) (Scotland) Act* of 2007 that clearly outlines the responsibilities for health promotion by the school and local authorities.

The 5-14 Guidelines (implemented in the 1993/94 school year (Harlen, 1996)) [which were subsequently replaced by the CfE framework in 2004] provided just one attainment outcome related to health: "taking responsibility for health". With this single outcome, three inter-related strands were also provided: *physical health*, *emotional health,* and *social health*. Crucially, these guidelines viewed the development of emotional well-being, and concepts such as self-esteem and self-worth, as essential for a child's healthy development. However, these outcomes were mostly the responsibility of the Home Economics and Physical Education areas of the curriculum.

With the introduction of *CfE* (Scottish Executive, 2004), and subsequent updates, the emphasis on HWB across the curriculum places young people's HWB at the centre of the curriculum and school life. The publication, *Health and Wellbeing across Learning: Responsibilities for All, Principles and Practice* outlines the experiences and outcomes that are now the responsibility of *all* staff members (Education Scotland, 2009a). Monitoring these outcomes, however, is an increasing challenge for teachers and staff as there is little practical guidance provided in these documents; however, materials for teaching can be found through local authority websites and through the Education Scotland website. It is important to note that HWB is not formally assessed by the Scottish Qualification Authority (SQA), but there are what is called "Experiences and Outcomes" provided on the curricular documents (Education Scotland, 2009b). Local authorities have the responsibility for monitoring the impact of specific HWB programmes in schools and, in particular, the *Health Behaviour in School-Aged Children* survey (Currie et al., 2011) has monitored national trends on these outcomes. Although this survey revealed some improvements in children's eating habits and levels of happiness between 1994 and 2006, between 2006 and 2010 there was a decrease in the overall happiness of boys and girls and a sharp decline in the confidence levels of girls. More recently, the 2014 results indicated that the "gender gap in multiple health complaints is now at its widest since 1994" (p. ix). One clear recommendation from the study is that schools need to use these findings to plan HWB programmes more effectively and to ensure the strategic targeting of the most vulnerable groups. Furthermore, Forrest (2008)

cautions that while curricular work in health promotion has great value, it must be "considered alongside the wide range of initiatives and activities that have become an integral part of the health-promoting schools" (p. 495).

1.3.2 Initiatives aimed at increasing PA and HWB outcomes (why the curriculum is not enough).

As previously mentioned, there have been several key national policy initiatives that aim to promote HWB through education, particularly during the school day. Forrest (2008) explains that while there is great value to health-promoting education during the pupil's school day, educators must be cautious when considering the impact that a few hours of health education can have on a pupil's life. Therefore it is important to also consider non-government initiatives, occurring out-with the school day, that have the potential to add to the promotion of HWB and in turn to the healthy development of youth and adolescents.

Obesity and its associated health risks are perhaps the greatest concern in international policy on health education (WHO, 2010a). There are several UK initiatives aimed at addressing the two main risk factors associated with obesity: physical inactivity and poor diet. Two campaigns of note include *Focus on Food* and *Food for Life*. The *Focus on Food* campaign developed the concept of the Cooking Bus, a travelling kitchen that visits schools around the UK to help train teachers and pupils in the art of healthy cooking (Food for Life, 2015a). Another campaign, *Food for Life*, operated by the Soil Association, provides education to schools on the origin of the food we see on our plates, how it is grown, and how to develop good eating habits from an early stage (Food for Life, 2015b). While healthy eating, along with the initiatives described above to promote this, deserve attention, establishing and maintaining a healthy diet has not been the focus of this current research.

In addition to a healthy diet, PA is key to maintaining a healthy lifestyle for young people. The WHO (2008b) estimates that over "two-thirds of young people globally are not sufficiently active to protect their health" (p. 34). Interestingly, the WHO

(2010) recommends at least one hour of MVPA per day for this age group, meaning that 'two-thirds' of young people are failing to reach just one hour of MVPA per day. In schools, Physical Education (PE) is seen as the primary vehicle for promoting PA. Although the *LMSMA* (2003b) strategy aims for schools to provide this hour of PA every day by 2022, the current curriculum guidance "expects schools to continue to work towards the provision of at least two hours of good quality physical education" every week (*Curriculum for Excellence,* 2012, p. 84), not necessarily PA. Horrell et al. (2012) make the convincing argument that "if PE is seen to be the route to promote daily physical activity…to only indicate a guideline of two hours of PE per week…provides a limited intervention" (p. 173). There is a need therefore to consider carefully Forrest's (2008) recommendation that additional initiatives and extra-curricular provision be put in place to add to and to complement curriculum provision.

In recent years there has been a plethora of interventions, campaigns, and programmes - all designed to promote PA in young people. Given the focus of this current research, it was decided that the review of such initiatives would include those that had been designed not only to tackle inactivity but also to focus on social and emotional outcomes, thereby addressing not only the physical health but also the mental health issues that young people encounter. Programmes with this explicit focus on socio-emotional outcomes are considered the most effective initiatives for addressing HWB (Scottish Executive, 2003b). It is important to note that a majority of these programmes aim to tackle inactivity and mental health issues through sporting opportunities.

1.4 Why sport?

> *"Sport can be used to tackle many of the problems afflicting the developing world" (Jowell[3], 2005).*

The assertion in the quotation above refers to various topics such as health promotion, social development, and even peace and reconciliation, in which 'sport', defined in various ways, has become a medium for development (Levermore, 2011). Certain questions may follow this growing emphasis on sport as a vehicle for tackling these issues such as '*Why sport?'* and '*What is it about sport that makes it suitable for these important tasks?*' Attempts to answer these questions, in various contexts, have resulted in the establishment of a range of initiatives that seek to harness the "transformative power of sport" (UNESCO, 2016a, p. 4) to improve the lives of people around the world. Sport has therefore been widely used as a means of enhancing the lives of some of the most vulnerable members of the population, and in particular our youth.

There are a number of reasons for the use of sport as a medium for life enhancement. First, sport is cited as the most popular organised activity in which youth engage in a variety of contexts (Larson & Verma, 1999) and therefore is seen as an avenue where youth may be already motivated to participate. Second, sport has been cited as having the ability to develop and enhance personal and social skills (President's Council on Physical Fitness and Sports, 2006) and has been consistently associated with positive skill outcomes such as teamwork, leadership, and motivation (Eccles et. al, 2003; Fox, 1999; Holt & Sehn, 2008). Third, in addition to skill building, there is an emphasis on sport participation to instil a commitment to life-long physical activity, an important factor in tackling a growing health crisis related to physical *inactivity*. This factor is prominent in the Scottish context, with the introduction of multi-agency physical activity initiatives such as the aforementioned *LMSMA* strategy (Scottish Executive, 2003b). Consequently, an emphasis on providing more

[3] Tessa Jowell was the UK Minister for Culture, Media and Sport from June 2001 to June 2007

sporting opportunities both within and out-with schools has increased significantly over the past decade (SportScotland, 2015).

However, research on these initiatives and indeed on sport participation itself has both confirmed the ability of 'sport' to enhance the lives of our youth and has also raised questions about whether or not sport can be "applied unilaterally for development" (Levermore, 2011, p. 351). These critiques go as far to say that many who are researching sport and youth development can be seen as 'evangelists' who may already be convinced that sport leads to positive outcomes (Levermore, 2011, p. 341), therefore a universal label may be placed on sport in which research fails to take into account the individual contexts surrounding sport participation (Agans & Geldhof, 2012). It is promising to see, however, that recent research, particularly by Bradley, Keane, and Crawford (2013), has argued that the benefits of sport participation are dependent on individual experience and interest (see Section 1.5.2 for a more detailed account of this study). In addition to this argument, Zarrett, Lerner, Carrano, Fay, Peltz, and Li (2008) have identified variations in sport participation that may together or separately have different effects on developmental outcomes. For example, in 2005, Simpkins, Ripke, Huston, and Eccles administered a large survey questionnaire, which was comprised of three waves of study with approximately 400 pupils in each wave. They found that there was a relationship between the amount of time spent participating in sport activities per week (the *intensity* of participation) and outcomes such as academic achievement and delinquent behaviour. Specifically, they found that with increases in the intensity of sport participation (the more times pupils participated per week) there were associated increases in academic achievement and decreases in delinquent behaviour (Simpkins et al., 2005). Although this research was conducted on young children (kindergarten, age 5, through sixth grade, age 11), this is a promising move toward understanding the mechanisms behind sport participation for youth development. Yet this study, despite its strength in including a large-scale, longitudinal element, was purely quantitative in nature and perhaps fails to capture the differences in individual experiences and context of participation. Additional studies on PYD and sport are discussed in Section 1.5.2.

In addition to the *intensity* of participation, Holt and Sehn (2008) investigated the *structure* of the participation and concluded that participation in organised, competitive sports programmes was more likely to result in positive outcomes for their participants than were recreational play or one-off sports days. For example, Mahoney and Stattin (2000) found in their examination of activities and adolescent behaviour that participation in highly-structured activities, such as sports, was associated with lower levels of anti-social behaviour, while participation in unstructured activities, such as attendance at a youth centre, was associated with higher levels of undesirable behaviours and risky peer relationships. But it is unclear whether or not these associations were a result of participation in the programmes themselves, or differences in individual characteristics and experiences, prior to and during programme participation (i.e. whether those who exhibit 'undesirable behaviours' attend youth centres more regularly). On the other hand, Eccles et al. (2003) found that in comparison to non-participants, youth who participated in *organised* sports reported more school enjoyment, had higher academic performance, and participated more widely in education. These associations *were not found* with participation in art, community service, or other school activities (Eccles, et al., 2003). It is important to note, however, that these studies investigated organised, *extra-curricular* sport programmes which, depending on the sport and context, can vary widely in their *intensity* and *structure*. For example, Côté, Strachan, and Fraser-Thomas (2008) make a distinction between the outcomes associated with recreational participation in sports and participation in sports that may require early specialisation to reach elite performance such as women's gymnastics and figure skating (cited in Holt, 2008, p. 36). According to Strachan and Fraser-Thomas (2008) these differences in 'trajectories of participation' inevitably produce different developmental outcomes. In particular they warn that 'early specializers', and programmes focused on elite performance, can often result in negative physical outcomes such as overuse injuries and negative psychosocial outcomes, such as reduced sport enjoyment and a greater likelihood of eventual dropout. While sport programme participation is a promising avenue for positive development in youth, the extent to which these programmes are likely to result in positive outcomes is

dependent on the programme features and context, and the 'trajectory' of participation. Fraser-Thomas, Côté, and Deakin's (2005) Applied Sport Programming Model attempts to capture all of these features and will be discussed further in Section 1.4.2. Currently, research in this area overwhelming utilizes quantitative methods, which are arguably insufficient for capturing an holistic understanding of the individual contexts that may affect positive outcomes. In addition, it is essential that research methods are able to fully capture the structural features of sports programmes that may contribute to positive outcomes. The research methods employed in this thesis allow for this more holistic understanding.

1.4.1 WHAT TYPE OF PARTICIPATION IS NOT BEING DISCUSSED?

When discussing the topic of sport for youth development, it is important to provide a clear definition of the exact parameters of this sport participation in order to avoid grouping 'participation' into a single category. Given this important definition, it is perhaps best to begin with what types of participation are *not* being considered as part of this study. In policy documents, Physical Education (PE) in schools is often seen as a means of increasing PA and participation in sport (Thorburn & Horrell, 2012). However, Penney and Evans (1997) acknowledge that sport and PE are distinct from one another and these researchers question policies that advocate such links. Nevertheless, it is recognised that research suggests that there may be many positive developmental benefits to providing PE in schools, such as Hills' (2007) description of PE as an opportunity to "develop skills, build confidence, gain knowledge about healthy activities, interact positively with peers, and have fun" (p. 7). Interestingly, the changing climate of PE as a construct within the HWB context of the CfE has increased the emphasis on PE to promote PA and well-being, but not necessarily organised sport. It is also the case that in Scotland active transport has been pushed to the forefront of many health promoting physical activity initiatives (see Cycling Scotland). While it is recognised that active transport such as cycling, walking, skateboarding, etc. are potential avenues for promoting PA, they are not part of an organised sport category. While this research recognises the importance of

PE and active transport in promoting healthy lifestyles, these topics are out-with the scope of the current research study.

1.4.2 WHAT TYPE OF PARTICIPATION IS BEING CONSIDERED?

This debate, therefore leads to such questions as: "What types of programmes are being considered?" and "What are the parameters of participation that are of interest to this study?" There are two topics of particular relevance to this discussion. The first is that several researchers have presented frameworks, compiled from various research studies, that outline sport programme design features that are most likely to produce and enhance positive developmental outcomes (e.g. Coalter, 2009; Côté & Hancock, 2016; Fraser-Thomas, Côté, & Deakin, 2005; Holt, 2008). Although there are several frameworks, there is one of particular interest to the current research study that the authors, Fraser-Thomas, Côté, and Deakin (2005) describe as an 'applied sport-programming model of positive youth development' (p. 32) (Figure 1.1). This model combines Benson's 40 Developmental Assets (1997), Côté's (1999) Developmental Model of Sport Participation (DMSP) and the National Research Council Institute of Medicine's (NRCIM) 8 setting features of PYD programmes (2002). Fraser-Thomas, Côté, and Deakin (2005) explain that "no model to date has embraced the notion that PYD through sport must be *deliberately* worked towards by coaches, parents, sport organisations, and policy makers" (p. 31). The sport-programming model attempts to capture a great deal of the complexity surrounding the subject of PYD through sport and therefore, it is of particular relevance to this thesis.

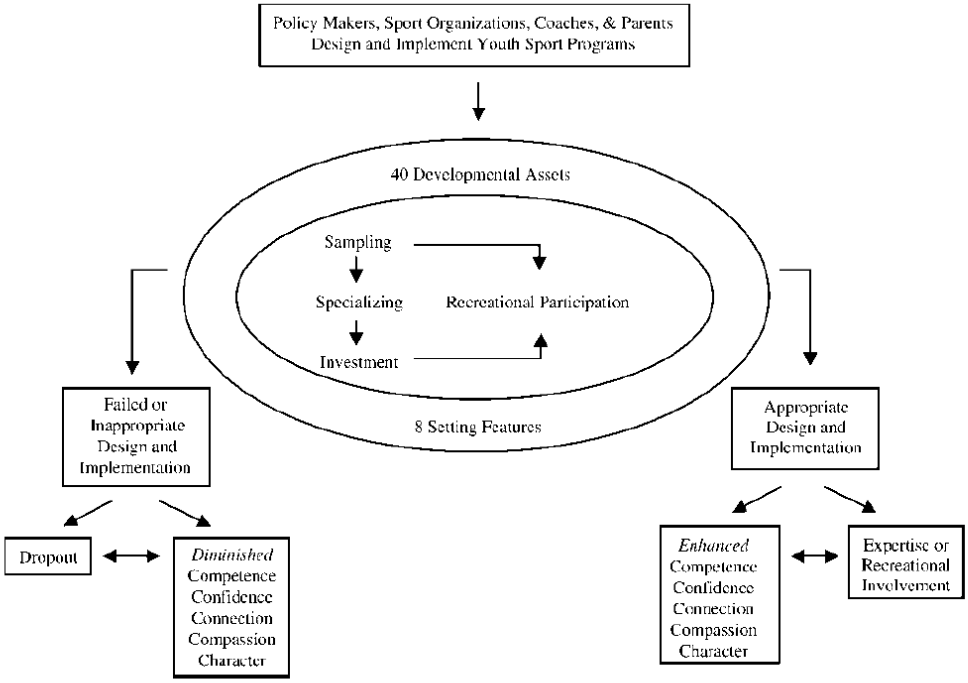

Figure 1.1. *The Applied Sports Programming Model* (*ASPM*) as it appears in Fraser-Thomas, Côté, and Deakin (2005).

Together these elements, combined with policies governing sport and other outside influences specifically aimed at PYD, work together to produce one of two developmental pathways: enhanced PYD or decreased PYD. With enhanced PYD, the authors explain that there is a greater chance of prolonged engagement in sports programmes; on the other hand, decreased PYD has the potential to lead to sport attrition and eventual dropout altogether. This thesis is interested in pathways that lead to enhanced PYD. However, there is an issue of 'polarisation' in this model, where there are only two pathways of outcomes for an increasingly complex process of fostering PYD through participation in sport programmes. Therefore, it is essential to look at the *individual* elements of the model as well as the model as a whole to determine the contexts that may produce even some positive developmental outcomes.

The following elements of the sport programming model will be discussed in the following sections: 1) Its ecological systems approach (Bronfenbrenner, 2000); 2) the DMSP (Côté, 1999; Côté & Hay, 2002; Côté et al., 2003) in which different types of participation pathways lead to different developmental outcomes; and 3) the 8 setting features that promote PYD within sport programmes (NRCIM, 2002).

The second part of the discussion on sport participation will include a brief description of the delivery and evaluative elements of sport-for-development programmes. Levermore (2011) emphasizes the importance of participatory and process-driven analysis to ensure that, from their own perspective, the participants are experiencing the intended developmental outcomes. He also raises an important concern regarding participation in these types of sport programmes. He explains that without participant input, they may have unintentionally taken a 'sport plus' approach, emphasising development as a secondary aim to sport participation. As a consequence these programmes may have lost sight of their original developmental focus (Coalter, 2009; Levermore, 2011). These are interesting findings to consider when investigating programmes such as the SSoS.

The Applied Sport Programming Model (ASPM)

An important feature of the *ASPM* (Fraser-Thomas, Côté, & Deakin, 2005) is that it takes an holistic approach to development through sport programmes. The model not only takes into account a range of multi-faceted influences on development but also considers the individual assets and nature of participation that can affect development. The model begins with an ecological systems approach, conceptualised by Bronfenbrenner in his Ecological Systems Theory (ECT; 2000). His theory suggests that organism-environment interactions, or 'proximal processes', are the mechanisms that drive human development. In addition, the form, power, content and the direction of such interactions influence these processes. Côté, Strachan, and Fraser-Thomas (2008) describe these processes as affecting development in varying, systematic ways, in relation to the characteristics of the developing *person*, the *context* in which these processes are happening, the outcomes under consideration,

and the changes over *time* in which the processes are taking place (cited in Holt, 2008, p. 37). Together these terms form the PPCT Model (process-person-context-time), all of which can have an influence on the *ASPM*.

In terms of the *ASPM*, Figure 1.1 depicts "policy makers, sport organisations, coaches, and parents" at the top of the diagram. The authors indicate that these influences are key to a programme's ability to enhance PYD. In addition, the 'design and implementation' of sports programmes are major factors in their PYD success. In particular, Fraser-Thomas, Côté, and Deakin (2005) found that the programme design and adult influences were particularly important to the success of a sports programme in enhancing PYD. Unfortunately, in their review of literature, they found that most sport programmes that are 'designed' to enhance PYD, actually do, "just the opposite" (p. 26). More specifically, they explain that early specialization in specific sports is more likely to lead to eventual dropout. In addition, they suggest that participants must experience positive relationships with coaches, parents, and peers. Furthermore, using retrospective interview techniques, they found that programmes and coaches that were focused on performance and ultimately 'winning' were more likely to lead to decreased sport enjoyment and higher attrition and, in terms of developmental pathways, diminished PYD. These are important findings to consider when developing programmes that aim to enhance PYD, and the importance of the human influences both within and out-with the programme.

The second area of the *ASPM*, the DMSP (Côté, 1999; Côté & Hay, 2002; Côté et al., 2003) is concerned with the sport participation pathways that lead to different developmental outcomes. In Côté's (1999) original publication, she identifies two processes associated with PYD through sport: 1) that there is a healthy progression from deliberate play in childhood to more deliberate practice activities in adolescence; and 2) that there is an opportunity for children to sample various sporting activities. These processes were identified through extensive retrospective interviews with athletes in a variety of sports in which they found that early specialisation was associated with negative developmental outcomes (e.g. Wall & Côté, 2004).

The final element of the *ASPM* that will be discussed is the inclusion of an extensive framework regarding programme designs that facilitate PYD. This framework was first presented by the NRCIM in 2002. The framework included eight 'setting' features of programmes that facilitate PYD:

(1) Physical and psychological safety;
(2) Appropriate structure;
(3) Supportive relationships;
(4) Opportunities to belong;
(5) Positive social norms;
(6) Support of efficacy and mattering;
(7) Opportunities for skill building;
(8) Integration of family, school, and community efforts (NRCIM, 2002)

While all of these features are considered essential for creating a conducive environment for enhancing youth development, there are three of particular interest to this thesis: *supportive relationships, opportunities to belong, and opportunities for skill building.*

Together, these three components, which are focused on in the preceding discussion, provide a basis to answer the questions posed at the beginning of this section, "What type of participation is being considered?" In addition to the description of this model, the authors advocate *healthy* participation in sport and conclude that sport programmes, whose central aims are to promote positive development, should adopt the 8-setting features noted above in order to be successful at enhancing positive characteristics in youth. Therefore, just as the authors have defined the features needed to enhance positive characteristics, so is it also important to discuss, in some depth, *which* specific characteristics are being targeted in curricular sport programmes and what current and previous research has suggested would enhance and develop these characteristics.

1.5 The Positive Youth Development perspective

In previous sections of this review, two common themes were identified in sport and PA policy documents as well as in the current research literature. The first, an emphasis on fostering social and emotional wellbeing through sport participation often relates to the second theme, the enhancement of positive developmental characteristics through sport programmes. Traditionally, research on youth development has, according to Hamilton (2014), taken either one of two perspectives: (1) they have researched components of development, such as "cognitions, emotions, social relations, and physical maturation," separately and then tried to bring them back together (p. 1009), or (2) researchers have focused on the known threats to healthy development such as delinquency and have defined 'health' as the absence of these threats. Geldhof, Bowers, Mueller, Napolitano, Callina, and Lerner (2014) describe the latter perspective as the 'deficit' perspective of youth development. Only in the past few decades has a shift occurred to employ a more 'holistic' perspective of development which attempts to understand the personal characteristics as a whole and incorporate an ecological approach to development (Hamilton, 2014). While Lerner, R., Almerigi, Theokas, and Lerner, J. (2005) agree that adolescence is often coupled with stress and the "predictable engagement…in risky or destructive behaviours" (p. 10), they maintain an emphasis on what has been termed the Positive Youth Development (PYD) perspective. This perspective is a strength-based approach that seeks to understand how young people thrive rather than how they fail (Hamilton, 2014). Additionally, Armour, Sanford, and Duncombe, (2013) describe PYD as a term that captures a vast scope of developmental attributes. Therefore, in this sense, PYD is used as a term that incorporates many different aspects of an holistic perspective on youth development that seeks to describe a wide range of related characteristics, relationships, and influences. Thus, research involving the PYD perspective should aim to investigate ways to enhance positive characteristics rather than focusing on preventing negative developmental outcomes (Geldhof et al., 2014, p. 934). Figure 1.2, my operationalisation of the PYD perspective, depicts the elements that are referred to when using the term PYD throughout this thesis.

The PYD perspective was originally proposed by Little (1993) where he also defined PYD as four theoretical constructs: competence, confidence, connection, and character, which became known as the 4 Cs of development. After several re-conceptualisations, Lerner (2004) proposed a fifth 'C', caring (or compassion). However, Coakley (2011) argues that the 'caring/compassion' construct is too closely linked to the 'character' literature to warrant its own category and therefore maintains the 4 Cs approach. Interestingly, Lerner (2004) in his model describes a sixth 'C', *contribution*, that is the result of the enhancement of the 5 Cs. Furthermore, in their 7 Cs model of PYD, Ginsburg and Jablow (2011), while they maintained the importance of the 5 Cs, replaced *caring* with *contribution* with two additional proposed Cs: *coping* and *control* (or self-efficacy). However, more recently, Easterbrooks, Ginsburg, and Lerner (2015) argue that the 5 Cs model, leading to the sixth C, has been the most often studied and that the five constructs are "practical, actionable, and empirically verified" (p. 104). Therefore, discussions on the conceptualisation of PYD in the current research study will include the 5 Cs model, together with other related processes described in Figure 1.2. Table 1.1 summarises the 5 Cs model with the addition of the sixth C proposed by Lerner (2004).

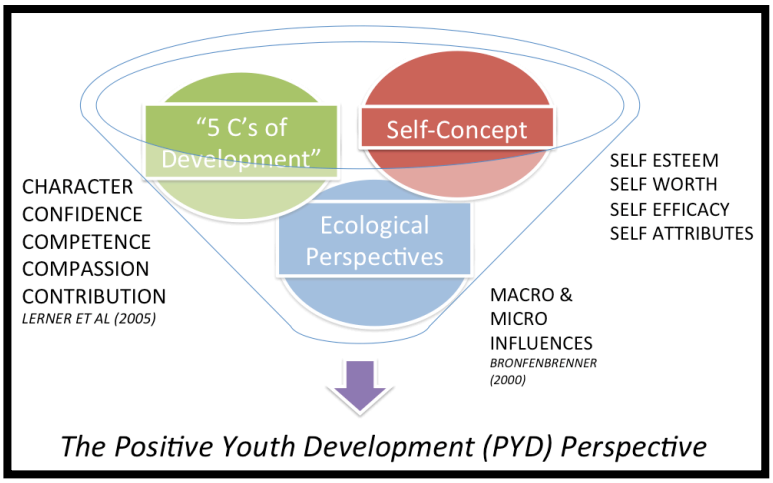

Figure 1.2. Components of the PYD Perspective.

Table 1.1. The 5 Cs model of Positive Youth Development adapted from Lerner et al. (2013).

Competence	A positive view of one's own actions within a particular activity, including social and academic skills
Confidence	A global sense of positive self-esteem/self-worth and self-efficacy
Character	A possession of standards for correct behaviours, including having morality or integrity
Connection	A positive bond with people and the wider community in which there is a bidirectional positive relationship developed in different contexts
Caring (or Compassion)	A genuine sympathy and empathy for others
Contribution	A positive involvement in one's family and/or community as well as wider society

It is important to note that the 5 Cs model is not the only model of PYD described in the academic literature. Benson (1997) described his Developmental Assets Framework as consisting of 40 developmental assets, organised into eight categories, under two over-arching headings: *External Assets*; (1) Support, (2) Empowerment, (3) Boundaries and Expectations, (4) Constructive Use of Time; and *Internal Assets*; (5) Commitment to Learning, (6) Positive Values, (7) Social Competencies, and (8) Positive Identity. Although this framework provides extensive definitions of the developmental assets deemed necessary for healthy, positive youth development, the 5 Cs model is more commonly used in research on youth development programmes and activity participation (King et al., 2005). Therefore, this thesis will utilise the 5 Cs model in its conceptualisation of the term PYD while noting the importance of

Benson's (1997) developmental assets, elements of Bronfenbrenner's ECT (2000) and notions of self-concept and contingencies of self-worth (Crocker & Park, 2004).

1.5.1 Positive Youth Development and activity participation

Larson (2000) argues that engagement in positive life trajectories is essential in avoiding delinquent behaviours (p.170) and that potentially adolescents exhibit undesirable behaviours such as disconnection potentially because they have insufficient avenues for positive development. Furthermore, he also suggests that participation in structured, voluntary youth activities provides a context for PYD to occur. In addition, Hansen, Larkin, and Dworkin (2003) explain that participation in organised youth programmes provides opportunities and conditions that "may be particularly suited to fostering development" (p. 25). Eccles, Barber, Stone, and Hunt (2003) believe that there is good evidence that participation in OST activities is associated with both short-term and long-term indicators of PYD and that these relationships still exist when factors such as socio-economic status (SES) are taken into account. However, the evidence presented was, for the most part, derived from large quantitative surveys and provides fairly weak evidence regarding "the actual features of the experience that might matter" (p. 867). Therefore, as Larson (2000) explained, in addition to the activity participation itself, the context of the structured activity along with the individual differences in the participants, and the adults involved in the programme, all play a significant role in the extent of PYD enhancement, as is considered in the *ASPM*. More specifically, Mahoney, Larson, and Eccles (2006) suggested that participation in voluntary, school-based activities increases school participation and achievement only if the programme context itself facilitates the development of concepts associated with PYD.

Larson (2000) challenged future research to take into account all of these processes and called for more longitudinal and qualitative research in particular, as opposed to previous quantitative evaluations which measured only single outcomes in cross-sectional designs. He also emphasised the importance of investigating not only the activity participation itself but also any possible related effects it may have, outside

of the activity. For example, he suggested that "youth activities are a context for development of qualities and skills…that have a general applicability across domains of life" and therefore, the "most strenuous" of research would test this skill transferability, described as "cross-context effects" (p.180). This thesis takes this holistic approach, described by Larson (2000), not only utilising a longitudinal method (which Lerner et al. (2005) addressed in their 4-H Study on PYD), but also qualitative research in multiple phases. A specific area of interest to this thesis is the notion of 'transferable' skills and whether or not PYD programmes, using sport as the medium in particular, can 'bridge' the gap between in-programme and cross-context effects.

The 4-H[4] study on Positive Youth Development

Beginning in 2002, Lerner et al. embarked on an eight-year longitudinal study in which they surveyed more than 7,000 adolescents across the United States. The first of 8 waves of research, conducted annually, began with fifth graders (approximately 10 years of age) and ended with twelfth graders (approximately 18 years of age) in 2010. The aim of the research was to investigate aspects of PYD with regard to activity participation and in particular if young people who participated in a programme called 4-H reported more differences in PYD than young people who participated in other activities, or no activities at all. Crucially, the 4-H programme has an explicit developmental focus, with direct aims to increase PYD among adolescents. The researchers compiled various measures to investigate the constructs associated with the 5 Cs model of PYD[5] and incorporated them into a large survey questionnaire. In addition, they also used survey techniques to explore other associated aspects of development such as activity participation, engagement in risky behaviours, active and engaged citizenship, and intentional self-regulation.

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[4] 4-H is a programme that works to instill leadership, citizenship and life skills and involves over 6 million young people in the US (http://www.4-h.org/)

[5] According to Lerner, R. et al (2013) PYD was measured through items included from the Profiles of Student Life – Attitudes and Behaviors Survey (PSLAB; Benson, Leffert, Scales, & Blyth, 1998), the Teen Assessment Project (TAP; Small & Rodgers, 1995), the Self-Perception Profile for Children (SPPC; Harter, 1983), the Self-Perception Profile for Adolescents (SPPA; Harter, 1988), and the Eisenberg Sympathy Scale (ESS; Eisenberg et al., 1996).

Importantly, this research was done in collaboration with the National 4-H council, and the intended aims of the programme were taken into account when conducting the research. As Larson (2000) explained, collaboration with youth professionals is essential in identifying the developmental phenomena of a particular programme (p. 180).

During the analysis, the researchers compared data from youth who participated in 4-H programmes at least twice a month with data from youth who regularly participated in other OST activities, controlling for possible confounding variables such as gender, maternal education, and race/ethnicity. Crucially, the researchers conducted point-in-time analyses for each of the waves as well as longitudinal analyses. This provided data both on the cohort included in that particular wave as well as a commentary on these developmental processes over time. In addition, they also analysed data from girls and boys separately.

There were three key findings from the 4-H study that were of interest to this thesis. First, in grades 8 (ages 13-14) and 11 (ages 16/17), 4-H participants reported significantly higher levels of PYD than the group who had participated in other OST activities. Second, girls who had participated in 4-H reported significantly higher levels of PYD in grades 8 and 11 than non 4-H girls. In addition, 4-H boys reported higher levels of PYD than non 4-H boys in grade 11. However, the researchers note that the gender difference findings were not consistent over time. Third, 4-H participants reported higher levels of intentional self-regulation (ISR), a concept associated with motivation and community contribution, than their non 4-H counterparts.

This study was pivotal in describing, explicitly, the developmental outcomes related to activity participation over time and specifically outcomes related to a programme with a significant developmental focus. Methodologically, the study was also the first large-scale, longitudinal study using the 5 Cs framework for PYD. Lerner et al. (2013) emphasise that making comparisons between participation trajectories over

time is the only way to investigate whether or not a developmental advantage exists in one trajectory over another.

However, the study fails to take into account one of Larson's (2000) crucial suggestions that individual differences are key components in the enhancement of PYD. Larson (2000) recommends that a useful strategy for understanding individual developmental processes is to identify the individuals who have shown exemplary progress and to 'look back' at their longitudinal data and compare it with those participants who have shown less progress. Given the scale of the 4-H study it would have, however, been nearly impossible to gather sufficient in-depth qualitative data to address individual differences. Therefore, this seems to suggest that a multi-phase approach (gathering longitudinal quantitative and qualitative data) with the same cohort of participants would lend persuasive evidence to this discussion of the ability of activity participation to enhance PYD over time. Hamilton (2014) suggests that there is a 'natural affinity' between the PYD perspective and mixed methods research because of the associated aims of mixed methods designs (MMDs) in achieving an holistic understanding of individual experiences. Therefore, using a MMD in this thesis was the logical and most appropriate methodological approach to capture the depth required to explore PYD and sport participation.

1.5.2 Positive Youth Development through sport

Previous sections of this review have argued for the potential of sports programmes to foster positive outcomes in youth (See *Section 1.4: Why Sport?* for further detail). While the 4-H study examined PYD in a variety of youth OST activities, Jones, Dunn, Holt, Sullivan, and Bloom (2011), in their study of 258 athletes aged 12-15 years old, applied the 5 Cs PYD model to youth sport. The researchers adapted the 78-item PYD questionnaire developed by Phelps, Zimmerman, Warren, Jelicic, von Eye, and Lerner (2009), that itself was adapted from Lerner et al.'s (2005) original 4-H questionnaire, into a 30-item PYD in sport-specific questionnaire. Their findings identified only two clear Cs in their factor analysis: the first related to pro-social values (attempting to measure caring, character, and connection) and the second

related to the competence/confidence construct (attempting to measure confidence, competence, and connection). Lerner et al. (2005) explained this possible limitation by stating that "although an ideal model assumes no correlation between manifest variables, we did not expect this to be the case, as these measures are expected to overlap somewhat conceptually" (p. 60). Jones et al. (2011) identified other possible reasons for the difference in their findings, explaining that the mean age of their sample was slightly older than Lerner's et al.'s (2005) original 4-H sample and that the adaptation of the questionnaire could have affected the results. Despite these possible limitations, Jones et al. (2011) concluded that "we encourage researchers from blindly accepting the 5Cs as the best conceptual model for PYD in sport (and any other setting for that matter) until they can empirically demonstrate the validity of this conceptualisation in the research settings they are examining" (p. 21). In response to this, it is important to remember that any measure seeking to investigate development in any setting should take into account the individual differences of the participants and the context of that participation. The 4-H study, and to some extent the Jones et al. study in the case of type of sport participation, fail to take into account the significant differences in the context and setting of OST activities. However, subsequent studies using the 4-H data in secondary evaluations, such as Agans and Geldhof (2012)'s study on the influence of sport type on PYD, aim to explore these individual differences. In the terms of sport participation, there is a common recognition that engagement in certain types of structured sports activities, such as football and rugby, will inevitably produce different experiences, and in turn developmental outcomes, for certain participants as compared to engagement in one-off sports days and recreational play.

The Agans and Geldhof (2012) study utilised secondary data of the PYD outcomes found in Lerner et al.'s (2005) 4-H study (see Section: The 4-H Study on Positive Youth Development for descriptions of the measure) and associated these with three different types of sport: individual sports, team sports, and dance-type sports. In addition, they identified six 'patterns' of participation: no participation, joining sports, constant participation, changing participation, dropping out, and inconsistent participation. The sample included data from participants in the 4-H study from

Grades 10-12 (waves 6, 7, and 8; ages 15-18). From the analysis of this sample, the researchers found that the results of the study differed considerably by gender. For girls, participation in both team and individual sports was associated with higher PYD when compared with non-participants. However, in other types of sport participation, such as team sports alone, developmental outcomes for girls varied across the three waves. In addition, for males, simultaneous participation in both team and individual sports was associated with higher PYD, but only for wave 7 (grade 10, ages 15-16). These results have implications for theoretical discussions of sport participation, as they seem to indicate that engaging in participation in multiple sport contexts influences developmental outcomes.

The investigation conducted by Agans and Geldholf (2012) has many promising aspects considering that critiques of research on sport and development claim that most research fails to take into account essential differences in participation trajectories and subsequent developmental outcomes. Furthermore, there are fundamental differences between the contexts of participation in sports. For example, team structure, levels of competitive play and differences in coaching and environment may all play a role in influencing PYD (Agans & Geldhof, 2012). Therefore, research that takes into account the nature and context of participation, especially over time, will help to identify related patterns of development.

In light of the aforementioned research evidence, Côté and Bruner (2010) argue that it is important for measures used in investigations of PYD in sport programmes to include four features:

(1) Items should be based on sport literature;
(2) Items should emerge from sport participants' experiences;
(3) Measures should be age and context specific;
(4) Items should measure change over time.

Unfortunately, as Coakley (2011) explains, many measures using the 5 Cs model in a youth sport context do not include these features. This thesis employs a complex

research design that possesses these four features; however, in light of the previously discussed emphasis on the importance of the transferability of PYD, the measures are not context specific. Specifically, Larson (2000) makes the convincing point that the transferability of these developmental outcomes is important to understanding a programme's ability to enhance PYD overall; therefore utilising more general measures in the current study could indicate the possibility of a cross-context effect.

Lerner et al.'s (2005) original PYD measure was extensive. Indeed Lerner's 2008 shortened version of the questionnaire still included 8 pages of items. As mentioned, Phelps et al. (2009) reduced the questionnaire to 78 items and Jones et al. (2011) reduced it further to 30 items and modified the items to relate specifically to the sport context. All of these questionnaires, through reduction and wording changes, include items designed to measure PYD using Lerner's (2004) 5 Cs model. This current research will also investigate PYD using items related to the 5Cs model but will incorporate general measures. The aim of this research was to investigate any differences between reported PYD over time and to compare participants in a sports programme with participants not enrolled in a sports programme, therefore the generalised measures are more appropriate in this context as the sample includes both programme participants and non-participants (in contrast to Jones et al.'s (2011) sample that included only athletes). As suggested by Côté and Bruner (2010), items were included that are grounded in both the sport and the development literature. The specific constructs measured will be discussed in the following section.

1.5.3 Expansion on PYD characteristics

The following sections will expand on specific PYD characteristics of interest to this study: the motivational orientations associated with these characteristics; self-esteem; self-efficacy; and specific developmental attributes associated with PYD.

Motivational orientations

Ryan and Deci (2000) define motivation as being 'moved' to do something. They also explain "a person who feels no impetus or inspiration to act is thus characterised as unmotivated" (p. 54). In their 1985 publication, *Intrinsic motivation and self-determination in human behaviour,* Deci and Ryan describe what they call Self-Determination Theory (SDT), in which they distinguish between different types of motivation based on the underlying reason or goal behind certain actions. They then offer two basic distinctions for what is *intrinsic motivation*, or doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to completing an action because it leads to a separable outcome (Ryan & Deci, 2000, p. 55). The authors also note that classically *extrinsic* motivation has been seen as the opposite to intrinsic motivation and that this type of motivation is often 'pale or impoverished' in comparison (ibid). However, the premise of SDT is that there are different types of extrinsic motivation that exist in a continuum; on one end are indeed the more 'impoverished' types of motivation but on the other end are the more self-regulated (or self-determined) types of motivation (yet still consist of an extrinsic element). Deci and Ryan suggested that internal motivation could exist simultaneously with externally driven motivations and that these motivations differ depending on the particular context of the behaviour.

Ryan and Deci (2000) provide a 'taxonomy' of human motivation in which they place 'amotivation' at one end of the continuum and 'intrinsic motivation' at the other end. In between they describe four different types of extrinsic motivation: (a) external regulation—which is associated with compliance to complete a task and/or behaviour; (b) introjection—which is focused on gaining approval from others as motivation to complete a task and/or behaviour; (c) identification—which is characterised by a conscious valuing of the activity but is also still externally regulated; and (d) integration—when a congruence between internal and external regulation is reached (Ryan & Deci, 2000, p. 61). Within this thesis, this continuum of motivation was an important notion relating to a range of *developmental* outcomes in which the internalisation of motivation is the ultimate goal. The authors also

suggest that not all actions will move along the continuum in a linear way. Some actions may begin at the identification phase or even integration phase depending on factors such as interest or the presence of a mentor. In addition, the motivation for that action does not necessarily progress through the stages and may actually move 'backwards' on the continuum after a perceived loss of value for that action (Ryan & Deci, 2000, p. 63). Ultimately, the goal is to develop motivation for socially desirable actions and move them towards increased autonomy. When behaviour is considered autonomous, it is said to be an authentic expression of the self (Ryan & Deci, 2007).

Motivation has been studied in various contexts related to sport participation. Lonsdale, Hodge, Hargreaves, and Ng (2014) conducted a review of two widely-used sport motivation questionnaires: the revised *Sport Motivation Scale*[6] (SMS-II; Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2012) and the *Behavioural Regulation in Sport Questionnaire* (BRSQ; Lonsdale, Hodge, & Rose, 2008). Both scales seek to measure motivation, as defined in SDT, in a sport context. The items included on both questionnaires are sport-specific, such as "I practise my sport because…" and answer items are designed to identify the motivational orientations for practice (e.g. answers such as "because it is very interesting to learn how I can improve" are related to intrinsic motivation, while answers such as "because people I care about would be upset with me if I didn't" are related to extrinsic motivation). Although these questionnaires have merits in that they highlight motivational orientations in sport in specific contexts, given the policy rhetoric which emphasises the ability of sport participation to increase motivation across multiple aspects of a young person's life, motivation for sport behaviours would only be linked to policy if it is a mediator of motivation in other aspects of young peoples' lives.

Sport participation is used as mediator in studies on PYD. Agans and Geldhof (2012), as previously discussed, used data from sport participants in the 4-H study to understand how different types of participation and contexts of participation affected

[6] Pelletier, Fortier, Vallerand, Tuson, and Blais (1995), published the original SMS, and Pelletier, Rocchi, Vallerand, Deci, and Ryan published SMS-II, in 2012/13.

PYD scores (see Section 1.5.2 for further description). Recently, many studies have begun to explore the connection between sport participation and academic achievement, perhaps as a justification for the significant investments in school sport provision in recent years. However, Bailey, Armour, Kirk, Jess, Pickup, and Sandford (2009) suggested that there is some persuasive evidence that physical activity, such as is associated with sport participation, can improve children's concentration, which may have indirect educational benefits. Bradley, Keane, and Crawford (2013), in their study analysing the sport participation of 402 secondary school boys (aged 17-18 years old), found that participating in extracurricular sports whilst studying for exams can benefit academic achievement. They also found that participation in particular individual sports may provide a further benefit as pupils participating in rowing scored significantly higher in exams than did rugby, soccer, or non-participants. The authors suggest that this difference may be due to the enhanced autonomy associated with individual sports. Therefore, it could be argued that the context of individual sport participation may increase autonomy and in turn enhance self-regulation in academic behaviours. However, these results should be viewed with caution, as the sample size was relatively small and the quantitative nature of the data leaves little explanation for the individual contexts of this sport participation. More specific to motivation, Vazoe, Gavrilou, Mamalaki, Papanastasiou, and Sioumala (2012) investigated whether PA influenced academic motivation in a primary school classroom (ages 10-12 years old). With a sample of 147, the researchers investigated the effects of integrating PA into academic lessons using the Intrinsic Motivation Inventory (IMI; McAuley, Duncan, & Tammen, 1989). The researchers found that when PA was integrated within an academic lesson it can mediate the role of academic motivation. They propose that in future research it would be interesting to examine the ways in which we may be able to "harness the motivational properties of PA… and direct them towards facilitating academic achievement" (p. 261). However, this study only investigated intrinsic motivation, a limitation when applying this model to SDT, which also describes the merit of externally regulated behaviours. This study also had a relatively small sample size and did not employ any qualitative measurements. However, there is a

promising suggestion from this work that integrating PA within an *academic* curriculum can have an impact on academic motivational orientations.

As previously explained, Scottish policies and initiatives aiming to increase sport participation have explicitly shied away from making direct connections to academic achievement and/or attainment (Reid, 2009). In fact, a review conducted in conjunction with the British Educational Research Association (BERA) of the educational benefits claimed for physical education and school sport (PESS) found that while some studies, such as Linder (2002), reported that high-performing schools engaged in more PESS, other studies found either no relationship or insignificant relationships between participation in PESS and academic achievement (e.g. Tremblay, Inman, and Willms, 2000). The reviewers therefore suggest that within the British educational context, claims that there are links between PESS and academic achievement should be treated with extreme caution (Bailey et al., 2009, p. 17). Scottish policies, such as *LMSMA* (Scottish Executive, 2003b) have emphasised sport participation as a medium for HWB and as a means of overall school engagement. Therefore, when investigating sport participation in this context, it must be analysed as a mediator for *classroom* motivation/engagement.

Classroom motivation

Lepper, Corpus, and Iyengar (2005) proposed a reworking of Harter's (1981)[7] classroom motivation scale as intrinsic and extrinsic motivation was being assessed as "opposing poles of a single dimension" (p. 184). This opposite pole approach is contrary to the subsequent conceptualisations of motivation by Deci and Ryan (2000), who suggested that there was a continuum of motivational orientations. In the case of classroom research, treating the two orientations as opposing poles is not helpful (for example, Lepper et al. (2005) propose that a pupil may be motivated by the external reward of an assignment mark while also seeing the value in the activity itself). Lepper et al. (2005) critiqued Harter's scale, arguing that it did not allow

[7] Harter's (1981) scale was also reconceptualised for use in the physical education setting as the Motivational Orientations in Sport Scale (MOSS) by Weiss, Bredemeier, and Shewchuk (1985) and used with British children in Biddle and Brooke (1992).

young people to report themselves as simultaneously intrinsically and extrinsically motivated. With this in mind, Lepper et al. (2005) divided their scale measuring classroom motivational orientations into three categories of intrinsic motivation: challenge, curiosity, and independent mastery, and three categories of extrinsic motivation: easy work, pleasing the teacher, and dependence on the teacher. Participants were asked to respond to statements relating to classroom behaviours on a 5-point Likert scale. This scale was designed to allow pupils to report their motivations for classroom behaviours separately and on a continuum. Their original study, which employed this scale, included 797 pupils (aged 9-14) and, in addition to classroom motivation, also cross-referenced the pupils' standardised exam scores. They found that intrinsic and extrinsic motivational orientations appeared to be independent constructs (not opposite ends of a single dimension) and that within a classroom setting they can and do co-exist. However, they also found that reports of intrinsic motivation decreased for older children and it appeared that older children begin to lose their enjoyment of learning. Crucially, the authors suggest that there are specific teaching practices that may facilitate the internalisation of behaviours and increase the autonomy of these behaviours. These results can help us to understand the types of motivational orientations necessary for academic engagement; however the possible mechanisms for these orientations need to be explored. Therefore, in the present research study, using this scale will provide essential comparisons between the classroom motivational orientations of participants enrolled in the SSoS versus non-participants, which is an important step toward exploring these mechanisms and what Larson (2000) calls cross-context effects.

Self-esteem and self-efficacy

According to the 5 Cs model of PYD, both self-esteem and self-efficacy are considered integral components of the definition of the *confidence* construct of the 5 Cs (see Table 1.1). Given that these constructs have fundamental differences in how they are conceptualised, they will be discussed as separate concepts and measured similarly, although it also is recognised that these developmental characteristics are interconnected.

Self-esteem/self-worth

Self-esteem is the global evaluative judgement of the 'self' and its worth (Crocker & Knight, 2005). Self-esteem and self-worth are often used synonymously in academic literature. For example, Fox (1997) describes self-worth as "essentially [having] the same meaning as self-esteem" (p. xii). However, many researchers emphasise that the evaluation of self-worth is dependent on what is valued by the individual. For example, Crocker and Knight (2005), in their research on contingencies of self-worth, demonstrate that people stake their own self-worth in different domains as well as at different levels. For example, pupils differ in the amount of self-worth they invest in academic achievement or athletic performance. Therefore, a person's self-esteem is dependent on subsequent success or failures in these invested domains. This is important in the terms of the types of skills that pupils may invest in learning. For example, if a pupil's self-worth is highly invested in sporting abilities, they strive to 'self-validate' by increasing practice time and investing in sport performance (Crocker & Park, 2004). However, this same pupil may invest very little of their self-worth in academic performance, therefore investing very little effort in pursuing self-validation in that domain. Therefore, there is a fundamental connection between self-esteem and motivation in an invested domain. Deci and Ryan (2000) validate this connection by arguing that staking one's self-esteem in a domain is motivating because it inevitably leads to increased effort and movement towards autonomy and self-regulation. However, Crocker and Park (2004) suggest that there is also a 'costly pursuit' to self-esteem and their research, particularly on academic pursuits, has found that the short-term benefits from pursuing self-worth in invested domains are often outweighed by the long-term costs if failure should occur.

In the case of self-esteem in sporting contexts, researchers often consider self-esteem to be a mediator to PA and even discuss self-esteem as both a motivator for increasing PA and also as an outcome of increased PA (Sonstroem cited in Fox, 1997). In sport participation specifically, Pedersen and Seidman (2004)'s study involving team sport participation among adolescent girls (n=257) found that their results supported links between sports achievement and self-esteem development. The researchers used Harter's (1988) Self-Perception Profile for Adolescents which

included five closed-ended statements in which they were given two choices: “sort of true” or “really true”. Through regression analysis, they found that team sport achievement explained a significant portion of the variance in self-esteem; basically that sport achievement is potentially a mediator for self-esteem while taking into account variance that may be explained by earlier self-esteem scores and demographic characteristics. They also found that earlier team sports achievement was positively related to later self-esteem. These results have implications for the possible effects of sport participation in the development of self-esteem over time. Interestingly, in addition to this connection, the authors conclude that the structure of sport participation opportunities and the influence of feedback from the coach are essential components for “producing positive psychosocial benefits” (p. 421).

Self-efficacy

Self-efficacy is the belief in one’s capabilities to complete a task successfully (Bandura, 1986). These beliefs are considered to be task-specific and vary significantly between individuals. Bandura (1986) explains that perceived self-efficacy for certain tasks regulates behaviour. For example, a person’s beliefs in their competencies for academic pursuits increases the behaviours related to these pursuits, such as revising and studying. In addition to regulating behaviour, this perceived self-efficacy affects motivation for that behaviour (Ryan and Deci, 2000). As previously discussed, motivation is an integral component in initiating and sustaining participation and in turn any subsequent development that is achieved. There are two aspects of self-efficacy that can be related to sport participation: *peer modelling* and *interest*.

The first component of self-efficacy is the importance of peer models. In relation to a person’s judgements of their own self-efficacy, Schunk (1987) described a concept defined as vicarious reinforcement. This term refers to a situation when a person’s self-efficacy for a given task can be increased by observing peers succeed in the same context. This is especially important for young people as he explains that schoolchildren learn skills by observing their adult teachers. However, this may not

be the case with all young people as some may perceive a teacher's skills to be far superior and, therefore, they might not be able to relate as well to these adult models. Previously, Schunk and Hansen (1985) found that children who observed a peer model solving subtraction problems developed higher self-efficacy for learning to subtract than did children who only observed a teacher solve the same problems. Therefore, at least in the case of learning subtraction, there is evidence to suggest that the existence of a peer model can increase self-efficacy. More recently, Bartsh, Case, and Meerman (2012) demonstrated this vicarious effect in graduate students (n=64) enrolled in a statistics and research methods course. The research chose a random 'experimental group' to receive a classroom talk by a former graduate student who discussed their own anxieties related to the course and maths in general and who also discussed ways in which they were personally successful in the course. The researchers' analysis showed a significant increase in the self-efficacy of the group that received the peer model intervention when compared to the control group. These results have important implications for the role of peer models for young adults, as opposed to adult models, as Bandura (1986) indicates that the greater the similarity between the observer and the model, the greater the persuasive power of the model.

In the case of the second component, *interest*, both the personal and the situational are necessary for increasing motivation and subsequent self-efficacy for tasks and behaviours. For example, personal interest refers to an often deeply rooted passion for a certain task or topic, while situational interest refers to an increased curiosity in a task or topic because of a recent event or fad (e.g. an interest in Olympic sports in the time period immediately following an Olympic games). Wigfield and Eccles (2002) describe the common educational difficultly of motivating a pupil to a task or topic in which the pupil does not have a previous interest. Therefore, pedagogically, enhancing or focusing on *interest*, or other aspects of self-efficacy, is essential for increasing classroom motivation. It has been suggested by Riggs and Gholar (2009) that self-efficacy is actually the precursor to classroom task-specific motivation. This therefore reinforces the interconnected nature of the constructs associated with the 5 Cs model and the belief that *motivation* drives several of these important processes.

These two aspects of self-efficacy, peer model and interest, are particularly important in the sporting context. For example, Jackson, Gucciardi, Lonsdale, Whipp, and Dimmock (2014) explain that group- and/or team-based settings are prevalent in sport and that belief in one's own abilities in this context is somewhat contingent on whether or not they believe the others in the group or team are confident in their abilities. Significantly, the researchers concluded that when individuals believed that their teammates, as a group, were confident in their abilities, this was associated with the likelihood of continuance in that participation as well as increased enjoyment levels (p. 502). It is important to note that continued and sustained participation over time is a strong factor in the enhancement of PYD through sport (Agans & Geldhof, 2012; Holt & Sehn, 2008). While this measure was very specific to sporting context it certainly illuminates the influence of external processes on development through sport. As previously mentioned in terms of self-esteem, the aim of this study was to compare participants in the SSoS and non-participants and any possible cross-context effects, therefore a more generalised measure of self-efficacy was used.

Developmental attributes

Previous discussion has highlighted the potential of sport programmes to foster PYD and associated developmental skills such as leadership and teamwork (Holt & Sehn, 2008). The preceding discussion of motivation and self-esteem has indicated that people may exhibit more autonomous behaviours for domains they find of personal importance (e.g. Bandura, 1986; Crocker & Knight, 2005; Crocker & Park, 2004; Ryan & Deci, 2000). In addition, people invest more self-worth in domains they deem more important than in domains in which they have little vested interest (Crocker & Knight, 2005). This therefore suggests that when investigating certain desirable characteristics it is essential also to take into account the personal importance a person attributes to that characteristic.

Pelham and Swann (1989) in their study of undergraduates (n=486) and potential sources of self-worth sought to identify not only the participants' invested areas of

self-worth (how important an attribute was to them) but also how confident they were in their abilities in that area. The researchers used Rosenberg's (1965) Global Self Esteem Scale to measure the self-esteem of their participants as well as a 10-item self-attribute questionnaire (SAQ) that asked them to rate their abilities in each of the characteristics identified as well as the relative importance of these categories to them. Through regression analysis, they found that there was a clear association between low self-esteem and the importance of those attributes. In other words, "individuals who [did] not see themselves as especially talented in most areas…attributed importance to their favourable attributes" (p. 676). While this study was conducted with undergraduates, it has implications for investigating these concepts with adolescents, who potentially have less certainty in their abilities.

Benson (1997) defines an exhaustive list of positive (desirable) developmental attributes, described earlier as part of the *ASPM*, as either internal or external assets, which are compiled into the Developmental Assets Framework (DAF). The premise of research using this DAF is that the more of these 'assets' a young person possesses, the healthier the development. In addition, in the 5 Cs framework, the more positive the scores in the 5 Cs, the more likely it will lead to a sixth C, contribution, and more specifically that positive contributions will be made to the self (through a positive self-concept), family, the wider community and finally to society overall. Larson (2000) notes that it is important to collaborate with the youth professionals in order to gain insights into the developmental phenomena that a programme aims to enhance. The developmental attributes chosen for the current study were, as Côté and Bruner (2010) suggested, grounded in sport and/or the developmental literature: intelligence, social skills, athletic ability, leadership, teamwork, behaviour, time management, perseverance, and work ethic. Significantly, competency beliefs for each of these constructs were measured along with their perceived personal importance to the participant.

1.5.4 Positive Youth Development in the Scottish context

Despite having undertaken extensive searches, there is little evidence of the use of the term PYD in literature and research in the Scottish context. It may be the case that the use of the word 'positive' may have proved challenging given its roots and connotations in relation to the North American context and the problematic extension of 'positivity' to solve major societal issues. The use of positivity to achieve goals appears to be contrary to research evidence which suggests that "failure occurs when people...fail to engage in a behaviour that would bring about the attainment of the goal" (Heatherton & Baumeister, 1996, p. 92). Therefore, it is important to distinguish the use of 'positive' in this context as distinct from the possible connotations of 'positivity'.

The term 'positive' is used in this context as a directional term meaning that 'positive' development is moving towards more 'desired' characteristics rather than negative or 'undesirable' characteristics. Although the 4-H study confirmed what many sceptics previously assumed, that risky behaviours (undesirable behaviours) can co-exist with developmental assets (Hamilton, 2014), it is suggested that with the possession of multiple positive, developmental assets, the more likely it is that there will be healthy development (Benson, 1997).

In the earlier discussion of the Scottish context there was an explanation of the HWB dimension of the Scottish curriculum (CfE). This focus on HWB has provided a fertile context for the focus on PYD. Donaldson in the 2006 *Improving Scottish Education 2002-2005 report* explained that:

> *Scotland's young people and adult learners live and work in an increasingly complex and uncertain social, political, technological, and economic environment. It is clear that the future will require a population with the confidence and skills to meet the challenges posed by fast and far-reaching change (HMIE, p. 2)*

Here Donaldson stresses the importance of a society that is resilient in the face of change and is able to ensure that its citizens can engage effectively and responsibly in difficult and uncertain decisions related to their economic and financial futures. He emphasises the significance of the confidence *and* skills which are necessary to meet the challenges of our modern society. It is therefore imperative to begin to focus on perspectives that incorporate developmental assets such as confidence and citizenship skills when working to enhance youth development in Scotland.

1.6 Sport for youth development initiatives

The following table (Table 1.2) describes the sport-for-development programmes and initiatives that were reviewed for this thesis. The criteria for selection were that the programmes (1) targeted adolescents (approximately ages 11-16), preferably groups at risk of low PA levels and ill-mental health, (2) provided access to sporting opportunities, and (3) included an element that aimed to promote socio-emotional and mental health rather than just PA alone.

Table 1.2: Selected sport for youth development programmes.

Programme Name	Main Partner(s)	Description of Programme	Target Group	Developmental Aims	Programme Reach
International Programmes					
Right to Play [http://www.righttoplay.com] [http://www.righttoplay.org.uk]	WHO; UNICEF	• Provides essential access to quality sport and health education in conflict torn countries • Popular professional athletes are used as mentors and spokespeople for the programme	• Children (unspecified age group)	1. Emphasises supporting learning through play 2. Works in schools to promote play as part of the school day to help 'increase attendance' and 'improve enrolment' 3. Promote PA for health, social and emotional outcomes	• 14,400 volunteers, reaching 1 million children per week
UK-based Programmes					
Youth Sport Trust (YST) [http://youthsporttrust.org/]	National Lottery	• An independent charity funded through National Lottery Funds	• Sporting start (primary school children) • Sporting chance (school-aged children with disabilities) • Sporting best (secondary school children)	1. Promotion of healthy and active lifestyles 2. Encouraging lifelong physical activity 3. Emphasises the ability of sport to bring out the 'best' in young people 4. Building life skills and impacting wider learning	• Established in 1995, estimates that their programmes have a reach of approx. 6.4 million young people per year (5-16 years old)

Change4Life Sport Clubs [http://www.nhs.uk/Change4Life/Pages/sports-clubs.aspx]	YST; NHS	• A initiative that provides funding to establish a network of clubs that offer Olympic and Paralympic Sports 'hubs'	• School-aged children not reaching the WHO (2010b) recommended 60 minutes of MVPA per day	1. Develop a sense of belonging 2. Behavioural change in relation to *all* areas of health	• There are currently 8,500 Change4Life Sport Clubs established in England
Sporting Promise: yoUR Activity Programme [http://sportingpromise.co.uk/]	YST; Matalan[1]; NGBs	• A programme that works to provide alternative sporting activities such as Parkour and Ultimate Frisbee in partnership with NGBs (such as ParkourUK)	• Inactive young people, especially 14-16 year olds	1. Promote physical activity through alternative choices 2. Enhance motivation in young people 3. Development of leadership skills	• Currently, there are an estimated 2.5 million young people 'reached' across the UK
Young Ambassadors (YA) http://www.youthsporttrust.org/how-we-can-help/leadership/young-ambassadors-ya-peer-leaders.aspx	YST; NGBs	• A programme that helps train and identify young sport leaders to become ambassadors for PE and school sport	• 15-16 year olds	1. Promote the positive values associated with sport 2. Promote leadership opportunities for this age group	• The programme estimates that there are over 12,000 YA across the UK

(Table 1.2 continued)

[1] Matalan is a British fashion and home ware retailer based in Knowsley, United Kingdom (www.matalan.co.uk).

(Table 1.2 continued)

Programme Name	Main Partner(s)	Description of Programme	Target Group	Developmental Aims	Programme Reach
Living for Sport [https://livingforsport.skysports.com/]	YST; Sky Sports[1©]	• A programme establishes grants for programmes that are designed to help young people develop life skills through sport • Popular professional athletes are used as mentors and spokespeople	• 11-16 year olds	1. Promote sporting opportunities in schools 2. Work to improve self-esteem/self-worth 3. Improve attitudes towards HWB 4. Improve attitudes toward learning 5. Improving attainment	• There are currently no estimates available for the programme reach or number of schools involved
National (Scottish-based) Programmes					
Active Schools [http://www.sportscotland.org.uk/schools/active-schools/]	National Lottery; SportScotland; Scottish Local Authorities[2]	• A network that provides managers and coordinators in schools around Scotland	• Scottish school-aged children	1. Ensure there are higher quality opportunities to participate in sport 2. Secondary benefits of an active lifestyle 3. Network literature does not explicitly mention socio-emotional aims, the programmes that it supports do list these aims	• The network consists of 400+ coordinators • Also supports ActiveGirls, Young Ambassadors, and Sport Relief

[1] Sky Sports© is a group of television channels operated by the Sky© TV network. (www.skysports.com)

[2] The Scottish government consists of 32 local authorities that are responsible for education, social care, waste management, cultural services and planning. (www.gov.scot/Topics/Government/local-government)

Youth Scotland (YS) [http://www.youthscotland.org.uk/]	National Lottery; *CashBack* 4 Communities	• A large network of youth groups and programmes across Scotland • The network provides information, resources, training, and support for youth programmes	• Scottish young people	1. Deliver quality youth work programmes that promote better outcomes for young people	• 1,209 groups, with 60,841 young people and 7,396 youth workers
Girls on the Move (GOTM) [http://www.youthscotland.org.uk/projects/girls-on-the-move.htm]	YS; YST; SportScotland; YDance	• A programme within the Active Girls (funded by the Scottish aimed at increase opportunity and enjoyment of PA • Supports and provides training for older girls to lead activities in their communities	• Inactive girls, ages 10-15 years old from low SES backgrounds • Community leadership programme for 16-24 year olds	1. Decrease barriers to PA 2. Increase enjoyment of PA 3. Increase awareness of the health benefits of PA 4. Provide leadership opportunities	• c. 3000 girls participated between 2005-11 • Leadership programme: 37 courses; 548 participants
Winning Scotland Foundation (WSF) [http://www.winningscotlandfoundation.org/]	SEP; SportScotland; Scottish Government; Scottish schools; among many others	• An independent charity that manages and funds various projects in Scotland aimed at increasing PA and sport participation	• School-aged children and young people in Scotland, particularly from low SES backgrounds	1. Provide opportunities to participate in high quality PE and sport programmes 2. Helping young people achieve their personal best and learn important life skills 3. Enhance resilience, self-belief, determination, and 'other' competencies	

(Table 1.2 continued)

(Table 1.2 continued)

Programme Name	Main Partner(s)	Description of Programme	Target Group	Developmental Aims	Programme Reach
Champions in Schools [http://www.championsinschools.com/]	WSF	• A programme that places prominent professional athletes and sports people in schools throughout Scotland to deliver workshops and assemblies	• 10-15 year olds in Scotland	1. Provide motivational and inspirational role-models for this age group 2. Encourage sustained effort and emphasise personal success 3. Learn from mistakes	• 200 Sports people, 24 local authorities, approx. 700 workshops in 240 schools
Positive Coaching Scotland (PCS) [http://www.winningscotlandfoundation.org/what-we-do/our-programmes/positive-coaching-scotland/]	WSF	• An educational resource programme offered throughout Scotland	• Coaches, parents, and school-aged children and young people in Scotland	1. Encourage positive behaviour among all parties involved in youth sport 2. Decrease sport drop-out and increase enjoyment, resilience, confidence and positive mind-set 3. Enhance positive relationships	• Nearly 2000 workshops delivered since 2011; attended by over 14,500 coaches, 950 teachers, and over 3600 players
CashBack for Communities (CashBack) [http://www.cashbackforcommunities.org/]	Scottish Government; YS; Inspiring Scotland[1]	• A funding re-distribution scheme that uses the proceeds of fines from petty crimes to fund free activities	• Young people in Scotland, particularly from low SES backgrounds	1. Community Development through funded programmes	• 4 categories of funded programmes with 1.8m activities

[1] Inspiring Scotland is "An impact investor tackling social issues, bringing greater impact using venture philanthropy" (www.inspiringscotland.org.uk/)

School of Football (SoF) [http://www.cashbackforcommunities.org/activities/project/3/7/15/School-of-Football]	*CashBack*; SFA	• A curricular programme providing instruction in football for youth development	• S1 and S2 pupils (ages 11-13 years old)	1. Provide opportunities to participate in football during school time encourage EC participation 2. Develop social and academic skills 3. Enhance skills that may transfer to school work and other situations 4. Increase motivation for school engagement and attainment	• 22 schools, 608 pupils
School of Rugby (SoR) [www.cashbackforcommunities.org/activities/project/3/8/4/Schools-of-Rugby]	*CashBack;* SRU	• A curricular programme providing instruction in rugby for youth development	• S1 and S2 pupils (ages 11-13 years old)	1. Provide opportunities to participate in football during school and encourage EC participation 2. Develop social and academic skills 3. Enhance skills that may transfer to school work and other situations 4. Increase motivation for school engagement and attainment	• 26 schools, 500 pupils

Notes: Abbreviations- WHO: World Health Organisation; UNICEF: United Nations International Children's Emergency Fund; PA: Physical Activity; NHS: National Health Service; MPVA: Moderate-vigorous physical activity; NGB: National Governing Body; PE: Physical Education; SES: socio-economic status; SEP: SFA: Scottish Football Association; SRU: Scottish Rugby Union

(Table 1.2 Continued)

1.6.1 INTERNATIONAL SPORT FOR YOUTH DEVELOPMENT PROGRAMMES

The WHO (2008) argues that while physical activity includes a broader range of activities than sport alone, sport is one of the "most enjoyable, and therefore powerful, means of motivating and mobilizing people to become physically active" (pp. 27-28). The WHO (2008) also suggests that sport has long been known to provide beneficial effects on mental health and well-being. Therefore, the WHO actively promotes programmes and health-related initiatives that use sport to generate these two positive outcomes. For example, the international campaign, *Right to Play*, originally *Olympic Aid*, partners with the United Nations (UN), in particular the UN Children's Fund (UNICEF), to provide essential access to quality sport and health education to children in conflict-torn countries. The UK has its own branch of the initiative, *Right to Play UK*, in which prominent UK sport ambassadors such as the very successful British cyclist Mark Cavendish and the 2008 Wimbledon champion Laura Robson, act as mentors for children around the world. While this organisation has a clear emphasis on promoting learning through play, it also gives vulnerable children, who may not otherwise have had the chance, opportunities to participate in PA and sport. From a school-based perspective, *Right to Play* works in schools around the world, including Scotland, to promote play as part of the school day, not only for PA purposes, but to help increase attendance and improve enrolment (Right to Play, 2015). In several countries, such as Benin and Rwanda, *Right to Play* has helped develop a standard national PE and health curriculum aimed at promoting PA for health, social, and emotional outcomes.

1.6.2 UK-BASED SPORT FOR YOUTH DEVELOPMENT PROGRAMMES

Sandford, Armour, and Warmington (2006), in their brief overview of the UK sport and PA policy context, highlight the increased emphasis in policy documents on using PA to foster developmental assets. The potential contribution of certain programmes and initiatives to foster developmental assets will be discussed in the following sections. Sandford et al. (2006) have noted that it is widely believed that PA and sport have the ability to foster a range of positive qualities in youth and that

this belief has become a prominent theme in recent UK policy documents. In addition, the unprecedented increase in public and private sector funding for initiatives and programmes is of particular interest, especially given that a recent 2015 review of the UK budget resulted in a 29% increase in government funding for sport alone, which is now reaching £148 million per year ("Spending Review," 2015). This is in addition to an ever-increasing health-promotion budget that is already in place to help meet the 2020 targets set by *LMSMA* and other government initiatives. While the government has steadily increased the budget for sport and physical activity programmes in recent years[12], there has been a growing contribution from the private sector and, in particular, in partnership with one key charitable organisation, the *Youth Sport Trust* (*YST*), whose many programmes are aimed at positive outcomes for young people through sport and PA.

The *YST* is an independent charity whose main aim is to "change young people's lives through sport" (Youth Sport Trust, 2015a). In addition to this main aim, the *YST* offers several programmes that work to promote healthy and active lifestyles with the goal of encouraging lifelong PA. There are three distinct categories in this charity's work: sporting *start*, sporting *chance*, and sporting *best*. Sporting *start* is a category that is comprised of programmes aimed at younger primary-aged children, which work to provide high-quality PE and sport in primary schools. The second category, sporting *chance*, includes programmes that work to develop inclusive opportunities for sport and PE participation for young people with disabilities. The third category, sporting *best,* offers programmes aimed at secondary school students, which work to help them achieve their 'personal best' in life *through* sport. Together these three categories compose a larger, 'sporting' strategy, where, as previously mentioned, sport is used as the vehicle to "change young people's lives" (Youth Sport Trust, 2015a).

The category, sporting best*,* is of particular interest to this research as it embodies the concept of a *transferable* 'best' in young people. In other words, sport has the

[12] It is important to note that a majority of the budget for arts and culture, including approximately £350 million per year for sport, is generated through National Lottery funds.

potential not only to directly foster desirable developmental assets in youth but also help instil that these assets can be utilised in other areas of pupils' lives such as at school or in their home lives. The *YST* explains that programmes within this category have a specific "focus on helping more young people take part in sport while positively impacting on their wider learning and life skills" (Youth Sport Trust, 2015b). There are four UK-wide programmes with this focus which are of particular interest that work closely with this strategy: *Change4Life Sport Clubs*; *Sporting Promise: yoUR Activity Programme*; *Young Ambassadors*; and *Sky's Living for Sport*.

Change4Life sport clubs, funded by *YST* in conjunction with the Department of Health-England, is an initiative that targets children who are considered less active—in this context 'less active' children are defined as young people who are currently not reaching the recommended 60 minutes per day of MVPA (WHO, 2010b). This initiative provides funding to establish a network of clubs that offer Olympic and Paralympic sports, such as badminton and wheelchair basketball, in community sports 'hubs'. It is the hope of the *YST* that these hubs will provide essential avenues for pupils to gain the confidence necessary to compete in additional school games and sports opportunities. The *Change4Life* website specifically highlights two additional aims of these sport clubs: (1) developing a sense of belonging and (2) changing behaviours related to *all* areas of health, including emotional health (Change4Life, 2015). In 2015, there were 8,500 *Change4Life* Sport Clubs established in England; therefore, it is clear that this initiative is widespread.

An additional programme that aims to involve less-active young people is the *Sporting Promise: yoUR Activity Programme*, which is funded in part by Matalan (see Table 1.2). This programme is designed to tackle the marked decline in the sport participation of young people, especially in 14-16 year olds. Alternative sporting activities, such as Parkour and Ultimate Frisbee, are offered in an attempt to widen provision and increase motivation for PA at the school and club level. The *YST,* along with the National Governing Bodies (NGBs) of the sports offered[13], runs a

[13] For example, Parkour UK is the NGB for parkour/freerunning in the UK http://www.parkouruk.org/.

variety of training sessions to help teachers utilise existing equipment and facilities to offer these sporting opportunities. In addition to promoting alternative forms of PA and sport, the *yoUR Activity programme* aims to promote additional benefits such as motivating young people to develop leadership skills. Currently, the programme publications estimate a current reach of 2.5 million young people across the UK (Sporting Promise, 2015).

The third programme of interest, *Young Ambassadors*, is designed to promote young people as leaders and role models in the community. The *YST* identifies and trains young sport leaders to become ambassadors for PE and school sport with a specific emphasis on promoting the "positive values" associated with sport. According to their website, there are currently over 12,000 Young Ambassadors across the UK, with specific branches linked to NGBs of Sport: SportEngland, SportWales, and SportScotland (Youth Sport Trust, 2015c).

While the previous three are considered to be wide-reaching initiatives, involving thousands of young people, the fourth programme, Sky Sport's[14] *Living for Sport* (*LfS*), is of particular interest to this research. The main reasons for this interest are the following: (1) the programme aims are broken into six "key characteristics for success" that are designed to develop valuable life skills to help young people inside and outside of school; (2) the programme is aimed at 11-16 year olds, a target age group with declining physical activity levels and risks of mental ill-health;[15] and (3) there are several pieces of research which have evaluated this initiative and provided insights into the intended and observed impact of this specific programme.

The *LfS* programme uses sport mentors to deliver their message in schools across the UK. The common message presented consists of six 'key characteristics for success' that are "designed to help young people develop valuable life skills that will be of use to them in and outside of school, now and into the future" (Sky Sports Living for Sport, 2015c). These are:

[14] Sky Sports is a group of television channels operated by the Sky TV network. See http://www.skysports.com/
[15] Please see Section 1.3, Tackling inactivity in young people for further explanation

1. mental toughness;
2. hunger to achieve;
3. people skills;
4. sports and life knowledge;
5. breaking barriers;
6. planning for success (ibid).

On the *LfS* website, each of these characteristics are linked to a YouTube video of *LfS*' Ambassador, Jessica Ennis-Hill, who describes the features of each characteristic. While her description of each characteristic is linked to her sporting success, there is an interesting theme of a 'crossover' into 'real' life. For example, in discussing *people skills*, Ennis-Hill emphasises the life lesson of learning to work with different people in different environments (Ennis, 2013). Another example is her description of *sports and life knowledge* where she compares learning and following rules in sport to learning to follow rules in school and at home (Ennis, 2013). While there is a heavy emphasis on the role of sport in learning these lessons, there is a distinct emphasis on the *transferability* of these skills.

The second aspect of interest for this thesis is the target group and mechanisms for engaging young people in sport. Secondary schools are able to apply for mentor visits from *LfS* ambassadors, by submitting proposals for 'active' projects that take place either during the school day or after school, targeting a specific group of approximately 20 students. The *LfS* website highlights several reasons for selecting a certain group of students to take part in active projects: (1) improving self-esteem and self-worth; (2) improving attitudes to health and well-being; (3) improving attitudes to learning; and (4) improving attainment. Along with these reasons for selection, they also provide some guidance for the planning of projects, for example, to consider running the event during the autumn term to ensure maximum uptake and providing at least six sessions of the activity to allow for development. Any school in the UK can sign up for *LfS* and submit their proposal. At the end of each year, Sky Sports holds the *Living for Sport Awards*, which reward successful and inspiring *LfS*

projects as well as individual students. *LfS* emphasises that these projects are "not necessarily about becoming good at sport, but rather…using sport to help in other areas of students' lives" (Sky Sports Living for Sport, 2015b).

This initiative has generated a significant amount of research interest. For the past three years (2012, 2013, and 2014) *LfS* has employed Chrysalis Research[16] to collect data on the impact of this programme and to analyse its effectiveness in meeting its targeted developmental aims. Although no formal report has been published, several findings of interest are posted on the *LfS* website:

- 91% of pupil participants improved in self-confidence and self-esteem;
- 92% of teachers felt Sky Sports' *LfS* had [had] a strong impact on the development of pupils' team work skills;
- 90% of teachers felt Sky Sports' *LfS* had [had] a strong impact on the development of pupils' social skills;
- 89% of teachers felt Sky Sports' *LfS* had [had] a strong impact on the development of pupils' communication skills;
- 86% of pupils had improved their attitudes towards health and well-being (Sky Sports Living for Sport, 2015a).

In addition to these research findings, Sandford, Armour, and Duncombe (2008) conducted case study research on two schools that had implemented *LfS* projects. The first project involved a group of secondary students at Church Lane School (located in the North-East of England). The selected group of pupils ran a one-off rounders tournament involving year 4 (8-9 years old) students from a local primary school. The lead teacher described 'improvements' in some of the pupils who participated in the project and an increased confidence in the pupils in and around school. Unfortunately these anecdotal improvements were not tangibly identified. The second project involved a group of 10 pupils (14 years old) who were

[16] Chrysalis research is an independent research agency (for more information see: http://chrysalisresearch.co.uk/)

participating in an alternative curriculum and all had some form of learning difficulty. Their learning mentor involved the pupils in rock climbing and used this opportunity for the pupils to communicate and become more engaged in PE. There were some marked improvements in one female pupil in particular who went from 'forgetting' her PE kit every week to becoming involved in instruction at a school sports day.

Although the researchers exercised caution in suggesting causality between the project and its impact on participants, they noted that there was a general belief that the projects had been successful though impact on individuals was difficult to gauge. In the discussion of the two case studies, they explained that the young people's experience of this programme was highly individualized and that there were no guaranteed outcomes or prescriptive pathways to success. Overall, the researchers concluded that these types of programmes are worthwhile and can generate positive outcomes, but that programmes must include structures that explicitly target desired developmental outcomes in order effectively to maximise these outcomes.

1.6.3 SCOTTISH SPORT FOR YOUTH DEVELOPMENT PROGRAMMES

As previously mentioned, Sandford et al. (2006) have noted a prominent theme in recent UK policy documents - using sport and physical activities to promote a healthy lifestyle. Furthermore, there has been a recent increase in the number of UK programmes that focus on sport participation as a means of increasing academic attainment. In 2014, Public Health England published a briefing for 'head teachers, governors, and staff in education settings' entitled, *The link between pupil health and wellbeing and attainment.* This briefing presents findings from Booth, Leary, Joinson, Ness, Tomporowski, Boyle, and Reilly (2014) that indicated a positive association between attainment and the PA levels of UK adolescent pupils. However, when they discuss UK adolescent pupils in this research, they are referring to pupils in the Bristol area of England, rather than a UK-wide cohort. This is common in research that alludes to 'the UK context', where researchers are often referring to an English cohort rather than including accounts from Scotland, Northern Ireland,

and/or Wales. Reid (2009) also notes that there is a distinct difference between government policies in England and Scotland. Specifically, Reid (2009) comments that policies aiming to increase sport participation in England cite research that suggests increases in academic attainment with increases in sport participation, while Scottish sport policies have emphasised sport as a means for increasing PA for the purposes of general health. However, there has been some critique of this Scottish policy emphasis and critics claim that perhaps the focus on health promotion, rather than attainment, has limited the government's funding of sporting opportunities (Reid, 2012). This is a discussion, however, that is out-with the scope of this research.

What is important to this discussion is how the many policy documents have influenced PA interventions and sport programmes in Scotland. For example, nationally, the *LMSMA* policy provides clear guidelines and, in conjunction with the National Lottery and other funding redistribution platforms, seeks to support national programmes aimed at increasing health-promoting PA. Over the past 10 years, Scottish policies have also taken an explicit stance on increasing PA and sport participation for two of the most vulnerable groups: adolescent girls and pupils from socially-deprived backgrounds. In contrast, it is only very recently, in December 2015, that the publication *Sporting Future* expanded the remit of SportEngland to be responsible for sporting opportunities for children less than 14 years of age (since its inception, SportScotland has emphasised sporting opportunities for all school-age children) and challenged English-based funding groups to target specific population groups that are least likely to participate in sport, such as adolescent girls (Sporting Future, 2014). Programmes that are directly aimed at these groups were of particular interest to this study and will be focused on as part of this review.

There are several programmes unique to Scotland that are aimed directly at these vulnerable groups. Many of these programmes are associated with the organisation *Youth Scotland*. This organisation is, according to their website [http://www.youthscotland.org.uk/], a "network of Youth Groups across Scotland". While an exhaustive list of associated programmes and projects is available on their

website, one of the projects of interest to this thesis is *Girls on the Move* (*GOTM*), a project associated with *Active Girls*, which is managed and funded by the Scottish Government. The *GOTM* programme was launched in 2005 and was designed to address some of the perceived barriers to PA and sport, such as "lack of choice, personal safety fears… access to facilities… cost… and transport" for girls aged 10-15'. The programme targets inactive or sedentary girls from socially and economically disadvantaged backgrounds, the most vulnerable group when it comes to low PA levels according to results from the recent SHeS. Crucially, the 'Participation Programme' portion of *GOTM* allocates funding to smaller projects that aim to increase PA levels in this age group of girls. The programme's 'Impact Statement' (2005-2011) publication includes evaluation statements on the outcomes of the *GOTM* programme (taken from the 154 groups (c. 3000 participants) that participated during this time). The most relevant reported outcomes include the following findings:

- 62% of girls reported that they were more physically active at the end of projects than they were at the beginning.
- By the end of the project, there was a 24% increase in the number of girls who reported that they had enjoyed taking part in physical activity "a lot".

(Youth Scotland, 2016)

In addition to *Youth Scotland* and *GOTM*, the *Winning Scotland Foundation* (*WSF*), an independent charity, aims to help "young people in Scotland achieve their personal best in life" (http://www.winningscotlandfoundation.org/). The phrase 'personal best' specifically refers to, according to their published literature, enhancing resilience, self-belief, and determination, among other competencies. This foundation supports the *Champions in Schools* programme, whose aim is to place prominent sports personalities in schools to provide motivational and inspirational role models for pupils, specifically pupils aged 10-15. In addition to the *WSF*'s work with 10-15 year olds, it also supports the *Positive Coaching Scotland* movement, a programme designed to "encourage positive attitudes and behaviours among everyone involved in youth sports" (Winning Scotland Foundation, 2016).

More specifically, this programme focuses on instilling the importance of "effort, learning, psychological development, building confidence and developing responsible individuals" in all groups involved in youth sport programmes: coaches, parents, pupils, and the wider community (ibid).

Perhaps the most prominent funding scheme for the many programmes devised to increase health-promoting PA and sporting opportunities in Scotland is the *CashBack for Communities* fund. This funding scheme differs from *Youth Scotland* and the *WSF* in that it is a funding re-distribution scheme that uses the proceeds from petty crime to fund free activities and programmes for young people in Scotland. Since 2008, the *CashBack* programme has invested over £75 million in community projects designed to improve self-confidence and self-esteem for young people, in particular in communities around Scotland that are most affected by crime and anti-social behaviour (CashBack for Communities, 2014). As with *Youth Scotland*, there is an exhaustive list of programmes provided on their website [www.cashbackforcommunities.org], which are categorised as *cultural, employability, sports*, or *youth work* programmes; however, some of the programmes of interest to this research include specific sports-related programmes and in particular, youth sport programmes. Three NGBs of sport in Scotland, Basketball Scotland (BS), the Scottish Football Association (SFA), and the Scottish Rugby Union (SRU), all utilise this funding scheme, especially for programmes associated with school-based activities, as part of their youth programme delivery. Whilst each of these NGBs delivers a long list of programmes supported by *CashBack* funds, only programmes that focus on pupils aged 11-16 (defined as adolescents) were of particular interest to this research. In addition to this target age group, the specific aims of each of the programmes were considered and those that worked to enhance psychological development were considered to be of particular relevance and interest for this discussion.

With these considerations in mind, programmes delivered by the SFA and SRU in secondary schools - the SoF and the SoR - were of particular interest. These programmes are available to both S1-S2 (ages 11-15) boys and girls and are

delivered during the timetabled school day, with participants being withdrawn from their normally timetabled classes. These programmes differ significantly from previously mentioned programmes as they occur during the *curricular* school day, while the other programmes are delivered as *extra-curricular* activities*,* or in the case of *Champions in Schools*, as 'assembly-like' presentations on specified days during the school year. This is significant as previous research on sport programmes and youth development has indicated structure, intensity, and sustained participation as key aspects for increasing a programme's ability to enhance effectively youth development (See Section 1.5.2 for further detail). The SoF and SoR programmes also set out to address several other perceived barriers to PA and sport participation including, but not limited to, enjoyment, time, and choice. It is also important to note that both of the NGBs see the Schools Of as tools for engaging pupils in school in general, particularly pupils from areas of social deprivation. According to the *CashBack* website, the SoF is currently delivered in 22 schools, involving 608 pupils (in S1 and S2, ages 11-13) across Scotland while the SoR is currently delivered in 26 schools, involving 500 pupils (in S1 and S2, ages 11-13) (CashBack for Communities, 2014). It is interesting to note that conflicting information appears on the respective NGB websites, which report current participation in SoF as 29 schools, involving over 900 pupils, and participation in SoR at 30 schools. However, there is no current estimate of the number of pupils participating in the SoR provided on the NGBs website (Scottish Football Association, 2015; Scottish Rugby Union, 2016).

Both the SoF and SoR are delivered on a 'person 1st, player 2nd' premise with, according to programme literature, a specific emphasis that selection to the programme "is not simply about selecting the most talented players" (Scottish Football Association, 2015, p. 4). The 2015/16 SoF brochure also offers the following statement regarding the programme:

> The School of Football is first and foremost a project aimed at developing the social and academic skills of young people…We work on the basis that many

> skills developed while working in a football environment are ***transferable*** to school work and social situations (p. 3, emphasis added).

The brochure also explains that football is an activity that many pupils of this age enjoy and therefore the SoF has the potential to increase participant motivation to engage in school life as a whole (p. 3).

The SoR's 2012 Annual Report offers not only similar aims in increasing participation and increasing overall PA, but also provides an 'educational contribution' with overarching aims that are directly related to the HWB Experiences and Outcomes presented in the CfE (see Appendix A for more information). The SoR programme offers a rationale for the inclusion of this programme during the curricular, timetabled school day. Although both the SoF and SoR are intended to help increase extra-curricular participation in their sports according to their programme literature, this is considered a secondary aim to the primary aim of the overall psychological development of the participating pupil.

The Scottish School of Sport (SSoS)

During the introduction to this review it was noted that one Scottish secondary school in particular, which had provided SoF and SoR as part of their curriculum, perceived such significant improvements in pupil behaviour and motivation over the course of just one school year that they decided to offer additional opportunities for participation in three other 'Schools Of' (Basketball (SoB), Dance (SoD), and Swimming (SoSw)). These additional 'Schools Of' were modelled on the same premises as the SoF and SoR. The school brought together these five 'Schools Of' as the Scottish School of Sport (SSoS) and is the only one of its kind in Scotland.

It is important to differentiate the SSoS from another programme of the same name that is offered in another secondary school in Scotland. The similarly named 'School of Sport' is offered as part of a specialist sports school, whose main aim is to enhance elite-sport performance in its pupils. The SSoS, in its literature published

thus far, has explicitly shied away from any mention of elite-sport performance and has emphasised a 'sport-for-all' approach throughout. While discussions regarding specialist sports schools are related to the topic of curricular sports programmes, their aim of enhancing elite-sport performance was not of interest to this research. Research on these specialist schools therefore, will not be discussed henceforth.

In order to review the specific delivery of this programme, it is important to first describe the school where the current research was conducted to provide a clear and detailed account of the background and context. Within this discussion, specific details of the programme delivery will also be presented.

1.7 Research context

1.7.1 School context

The research location of this study was a state-funded (non fee-paying) secondary school in Scotland. At the time of the study, there were approximately 938 pupils enrolled at the school, and 83 teachers employed (11:1 pupil-teacher ratio) (Education Scotland, 2012). In the 2011/12 school year, the percentage of pupils receiving free school meals was 18.7% (Education Scotland, 2012). This figure is 3.3% higher than the national average of 15.4% and 6.5% higher than the school's local council area percentage of 12.2% (Education Scotland, 2012). However, free school meal eligibility on its own is insufficient to measure deprivation in the area. Therefore, the Scottish Index of Multiple Deprivation (SIMD), an index that provides data on several measures of deprivation linked to specific postcodes, was used as a measure of overall deprivation in the school catchment area. This particular school is unique in its catchment area, as a majority of the pupils reside in one of two areas: one is ranked among the most deprived areas in Scotland (SIMD data zones 63-69 of a maximum 6505) and, in contrast, the second is ranked among the most affluent areas in Scotland (SIMD data zones 6255-6398; see SIMD (2006) for more detailed information). This provides a unique context for research in this school.

Perhaps the most interesting aspect of this school is its steady improvement over the last five years, not only in standardised test scores (SQA exams in Scotland), but also in increases in attendance, decreases in disciplinary action and exclusions, and increases in staying-on rates. Although these improvements in attendance, disciplinary action, and staying-on rates are anecdotal in nature, the school has highlighted these improvements in several publications. According to the school's Standards and Quality Report (Ramsay, 2013), S4 exam results were the highest in all categories for the last five years. During staff interviews and several informal conversations with programme staff, many speculated on the possible reasons for these improvements, and considered new school facilities, increases in extra-curricular opportunities and curricular offerings, changes in leadership, and an emphasis on a positive school ethos as possible explanatory factors.

In relation to improved curricular offerings, as previously discussed, this school offers a unique *curricular* sports programme, the SSoS, which pupils attend during 'normal' timetabled school hours. There are three key aspects of the programme that were important to this research: the history and expansion of the SSoS, the selection processes, and the aims and content of the programme itself.

1.7.2 History and expansion of the programme

At the beginning of the 2011/12 school academic year the school was accredited as an official SFA 'School of Football' (SoF) and as a SRU 'School of Rugby' (SoR), funded by the *Cash Back for Communities Programme* (see Section 1.6.3 for further discussion on these programmes). After the initial perceived success of the SoF and SoR, three additional 'Schools Of' (SoB, SoD, and SoSw) were added for the 2013/14-school session. Together, these five 'Schools Of' sports are known as the Scottish School of Sport (SSoS). Coaches for each 'School Of' are associated with either the local and/or national clubs, or in some cases both. At the time of this study, the school's website included the 'SSoS Handbook' outlining the following features (see Appendix B).

1.7.3 SELECTION PROCESS

Table 1.3 below describes the trial process for selecting pupils for each 'School Of' during the 2013 school year.

Table 1.3. SSoS programme information.

School of	*Pupils Eligible*	*Trial Process Offered (in 2013)*	*# of classes/week*
Football	S1-S3	P7, renewed each year	5
Rugby	S1-S3	P7, renewed each year	3
Basketball	S1-S2	S1 & S2	3
Dance	S1	S1	3
Swimming	S1-S2	S1 & S2	3

Since the inception of the SoF and SoR in the 2011/12 school year, a trial process for enrolment into these programmes began when the pupils were in P7 (age 10-11). In subsequent school years, continuing pupils (S2 and S3[17]) were issued with a letter of programme continuance. The process for the additional three sports was slightly different during the first school session (2013/14) in which these programmes were offered. In that year, the SoD was added as an S1-only programme, and started after the school year began (therefore only current S1 pupils were eligible to enrol). The SoB and the SoSw were added as S1 and S2 only classes; therefore, at that time, only current S1 and S2 pupils were eligible for the trial process for these programmes. [There was an additional 'School Of' entitled, the School of Leadership (SoL) that was offered after the 2013/14 school year to S4 pupils who were transitioning out of the SSoS; however, this option was in its infant stages during this research project and therefore was not a main focus of the data collection]. In subsequent years since the initial year of offering these additional 'Schools Of', the trials and continuing processes for the three additional 'Schools Of' were the same as those for the SoF

[17] This particular school offers the SoF and the SoR in S3, contrary to the statements by the NGBs that these Schools Of are only offered in S3, therefore this may indicate that this school offers this School Of provision beyond the NGB funded provision for S1 and S2.

and SoR. Therefore, when the processes for selection are being discussed, all five 'Schools Of' will be included as the SSoS.

The overall selection process begins with a referral from a pupil's P7 teacher (see Appendix C). These recommendations identify pupils who are not only interested in the respective sports, but who may also benefit from an outlet to develop their social and emotional skills. The recommendation form provides the following guidance for teachers on selection:

> "The purpose [of this programme] is to develop the person *first* and the player *second*. We hope to recruit young boys or girls who have a passion for the game… the process does require some degree of practical ability… [but] we are keen to support pupils who may struggle academically through the medium of sport and develop a range of skills involved…such as communication, concentration, and discipline, all of which we hope can be ***transferred*** back to the classroom" (Pupil Reccomendation Form, 2012; emphasis added).

The teacher is then asked to recommend a pupil for the programme and provide a reason. An example is given on the form as guidance: "Pupil Name: A Non, Reason for Consideration: Enjoys football, struggles socially at times, poor support at home, keen to learn". Following the recommendation process, pupils who are identified to proceed with the application process are asked to submit an application form to the school and successful applicants are invited to attend a trial prior to the beginning of the school year. It is emphasised in the programme literature that some 'Schools Of' may require additional trials to determine final acceptance depending upon the level of interest in that particular 'School Of'. After the initial teacher recommendation, it is unclear how pupil applications are processed and how pupils are selected. At the time of this study, there were no published selection criteria. Once pupils are accepted, however, they are issued with an acceptance letter and are asked to and sign a Code of Conduct (See Appendix D), requiring them to adhere to the behavioural and academic expectations of the programme. Programme progress

reports are issued during each grading period and parent-coach conferences are held to discuss programme engagement, progress, and continuation.

1.7.4 PARTICIPATION SCHEDULE

At the time of this study, pupils participated in the SSoS either three or five times a week (at the time of the study, only the SoF was offered 5 times a week). Pupils' timetables included this period of SSoS in place of a traditional subject such as Maths or English (subjects typically offered five times a week) but according to programme staff, there was some flexibility in the scheduling process. One staff member described a scenario where 'if a pupil is scheduled for a School Of during their one-time a week music class, they may choose to attend the music class instead of the 'School Of''. According to this programme staff member, it is the decision of the pupil and parents which of the days the pupil will attend the 'School Of'. It is also explained in the programme literature that extra study-support time is given once a week during lunchtime in which students are encouraged to discuss any missed work with curriculum teachers as well as complete any missing assignments. Figure 1.3 depicts a possible timetable for SSoS participants—blank spaces are times which indicate when pupils would attend traditional curriculum classes.

	8.55-9.50	9.50 – 10.40	10.40 – 10.55	10.55 – 11.50	11.50 – 12.40	12.40 – 13.40	13.40 – 14.35	14.35 – 15.30
Mon							SoF	
Tues				SoF				
Wed								SoF
Thurs		SoF						
Fri	SoF							

Figure 1.3. Sample SSoS timetable, taken from the SoF website

1.7.5 PROGRAMME AIMS

As previously mentioned, the respective NGBs provide extensive literature on the ethos, aims, and goals of the SoF and SoR programmes and, in particular, the SoR offers direct curricular links to the HWB Experiences and Outcomes of CfE. Both the SoF and SoR provide 'curriculum maps' with links between the practical aspects of these sports and curricular outcomes. Although at the time of this research literature on the three new 'Schools Of' was not yet finalised, the programme director emphasised that these new 'Schools Of' were structured in similar ways, offering instruction in the sport medium but also working to enhance participants' psychological development. However, more recently, literature on each of the 'Schools Of' has added an additional element that all participants of these 'Schools Of' were expected to display exemplary behavioural conduct and to "play for the [respective] school team", the latter being a noticeable addition to the aims of the programme.

As previously mentioned, at the time of this study, coaches provided progress reports on each pupil's progress in the programme. The SRU's SoR delivery materials required progress reports that are based on four categories: Social Interaction, Practical Development, Progress, and Next Steps. In the case of the SoR, in addition to coach evaluation, pupils also evaluated themselves and peers as part of the programme structure. Of particular interest to the current research is the evaluation of 'Social Interaction'. While the guidance is minimal on the types of 'interactions' that are to be evaluated in this section, the pupil progress report (See Appendix E for a sample report) asks coaches to comment on the pupil's ability to "communicate with team-mates effectively" and "answer questions from the coach/teacher" among other "mental skill competencies". The evaluation is on a scale of √/P/X (√=is able to, P=progressing, X= is not able to), with a section for an elaborated comment (although it is interesting to note that a section for elaborated comment is not provided in the mental skills competence section of the evaluation). These evaluations appear to be the only measure of the intended outcomes of the programme. At time of this research study no other evaluations or empirical research, independent or otherwise, had been conducted on the SSoS programme.

1.8 The current research study

The purpose of this current research, therefore, was to investigate the pupil experience, both those who were enrolled and those who were not enrolled in the SSoS, using both quantitative and qualitative data gathering approaches. It has already been previously noted that the majority of research conducted on these types of sport-for-development programmes has been limited to large-scale quantitative studies or very small qualitative studies. In addition, independent, evaluative research on government-funded initiatives involving sport is limited. Therefore, research utilising and placing equal emphasis on data gathered using both quantitative and qualitative techniques is included in the current research design. Pupil reports of PYD as well as staff and pupil perspectives of the SSoS programme are explored and analysed in the research design. Chapter 4, the Discussion chapter, integrates these perspectives and, in light of the findings from the extensive data collection and analysis, discusses this alternative curricular approach to promoting HWB and PYD, highlighting key findings from the study and considering their potential impact on future provision across all schools in Scotland.

CHAPTER 2 METHODOLOGY

2.1 Introduction

The following chapter provides a detailed description of the overall research design, methods adopted, and methodological considerations within the current research study. This discussion will be framed within the explanation of and justification for choosing this specific research design, the data gathering approaches associated with this design, and the ability of these approaches to answer the research questions. Key issues such as triangulation, validity, reliability, and truthfulness will also be discussed in relation to this design. Following this, a discussion of theoretical approaches in relation to mixed methods research as well as ethical considerations to this specific research design and data collection, will be included.

2.2 Research aims and objectives

The objective of this research was to answer two overarching questions:

> *Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD outcomes? If so, whom, in what context, and why?*

In addition to these overarching questions, this study aimed to:

(1) Provide insights into the relationship between curricular sport programme participation and enhanced PYD outcomes.
(2) Examine pupil reports of PYD outcomes over time.
(3) Explore the school and activity participation experiences of pupils enrolled and not enrolled in a curricular sports programme.

2.3 Mixed methods design

In the following section, a case will be made for the use of a mixed methods design (MMD). Figure 2.1 illustrates the overall research design. A rationale for the creation of this design as well as the use of multiple methods in triangulation and facilitation of the data collection will be discussed at length. Figure 2.1 below presents the phases and stages of the research design.

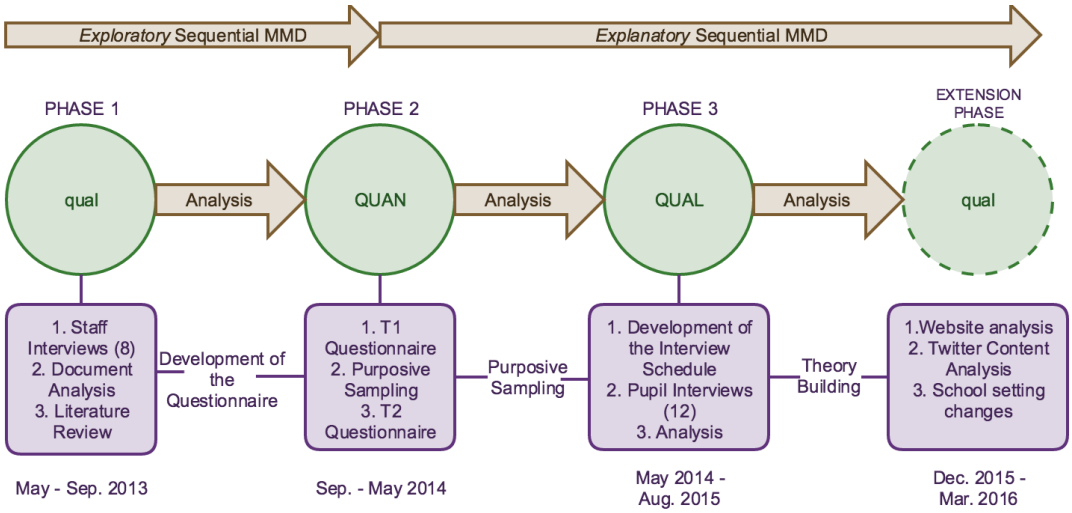

Figure 2.1. The current study's mixed methods design.

Over the last two decades the popularity of MMDs has increased significantly (Creswell & Plano-Clark, 2011). By definition, mixed methods is a procedure for collecting, analysing, and integrating both quantitative and qualitative data at some stage in the research process in order to gain a more complete understanding of the research problem (Creswell & Plano-Clark, 2011; Punch, 2009; Tashakkori & Teddlie, 2010). This 'methodological eclecticism', or the "careful selection and synergistic integration of the most appropriate techniques of both quantitative and qualitative methods" (Tashakkori & Teddlie, 2010), is increasingly used by researchers as a way to "cancel out the respective weaknesses of each method" (Hammersley, 2002, p. 167).

According to Creswell (2014), there are three distinct reasons for using a MMD: general, practical, and procedural reasons. First, the *general* reason for choosing a MMD is the key strength of "drawing on both quantitative and qualitative research in the aim to minimize the limitations of each" (ibid, p. 218). Second, in *practical* terms, it provides a sophisticated and robust way of approaching a complex research problem. Third, *procedurally*, the physical collection of data as a systematic process, collecting one type and then the other, can provide a more complete answer to the research question.

In addition to Creswell's explanations, Hammersley (2002) provides three ways that these types of data can work together: through triangulation, facilitation, and complementation. Firstly, according to Cohen, Manion, and Morrison (2007), triangulation, or the use of "two of more methods of data collection in a study", can increase the validity of the research (p. 141). Secondly, facilitation refers to the sequential nature of some MMDs, where the planning of each phase of the research is *facilitated* by findings of the previous phase. Finally, Hammersley (2002) describes quantitative and qualitative methods as 'complimentary' to one another, where each method can add a distinct contribution to the overall understanding of the research phenomena (p. 168). In the case of this research, the use of multiple methods of data collection attempts to "explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint" (ibid.). This methodological decision is further vindicated by the authors' caution that "exclusive reliance on one method…may bias or distort the researcher's picture of the particular slice of reality s/he is investigating" (ibid.). Therefore the use of multiple methods in this study, in particular the use of both quantitative and qualitative methods, will work to gain a more accurate and complete picture of the investigated phenomena.

It has also been suggested that the use of multiple methods, referred to as 'methodological triangulation' (Cohen et al., 2007), is just one type of triangulation. Cohen et al. (2007) discuss five additional types of triangulation in relation to descriptions by Denzin (1970): time, space, combined levels, theoretical, and

investigator triangulation. While this study employs elements of each of these types of triangulation, 'time' and 'methodological triangulation' are explored in greater depth.

Time triangulation refers to taking into account the factors of change and process that are inherent in cross-sectional and longitudinal designs (Cohen & Manion, 1994). As previously mentioned this research design includes a longitudinal element with the purpose of providing two 'snapshots' of the phenomena researched, thereby giving me the ability to compare the pupil participants' reports over a period of one school year. In addition to time, methodological triangulation is a significant factor in my research design. This aspect of my design is particularly appropriate given the complex nature of my research topic. Within this research, I have measured and analysed reports of developmental characteristics by different individuals and groups. It may have been enough to use a single-method approach, but in order to elucidate further some of the reasons for potentially differing reports on PYD, it was decided that a multi-method approach might prove to be more successful. This was the most important reason for choosing this approach as it aims to "provide a more complete understanding of a research problem than either approach alone" (Creswell, 2014, p. 4).

The second distinct way these methods can work together is through *facilitation* (Hammersley, 2002). In the case of this study, each phase of the study builds on the previous phase. The initial staff interviews and documentary analysis (Phase 1) were crucial in developing the survey questionnaire (Phase 2). In addition, the survey results from Phase 2 were crucial to the subsequent purposive sampling strategy (selecting the interview participants) and the development of the interview schedule for Phase 3 of the research project. In addition, findings from Phase 3 indicated that I needed to delve deeper into understanding the school environment and the implementation of the SSoS; thus a fourth extension phase was added. In this way, each phase of the research relied on the previous phase to provide essential information to guide the research process.

The third and final way described by Hammersley (2002) is the *complementary* way that two types of data can supplement each other when investigating complex, or multi-faceted, research questions. For example, in this study the survey questionnaire identified key relationships between variables and suggested differing reports by various individuals and groups. Then, the student interviews were used to explore further these relationships and differences and add a richness and depth to the results. Taken together, these three techniques and both approaches to data collection provided rich and in-depth data that in turn provided answers to the complex overarching and sub-research questions.

As previously discussed, it was decided that a MMD was required to allow me to explore, investigate, and answer the research questions. Prior to beginning the direct investigation of the research questions, it was essential to build rapport with the school staff and identify some of the nuances specific to the research context. Therefore, documents, presentations, and programme materials were first gathered and analysed to provide essential background information on the programme and school context.

Next, semi-structured exploratory interviews with staff members provided an avenue for developing rapport and gathering information on the programme. In addition, Wengraf (2001) suggests that semi-structured interviews also allow the researcher to gain more complex, in-depth information from participants as opposed to more clinically structured interviews. Therefore, I chose to use a brief topic-set (Appendix F), and from that was able to gain in-depth insights into staff views concerning the programme aims and outcomes themselves.

Both the documentary analysis and semi-structured interviews were part of Phase 1 of the research. Following analysis of the data from Phase 1, the first overarching question, *"Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD outcomes?"* was considered. To answer this question, it was necessary not only to investigate the demographics of the population, such as the age, year group, and gender of the sample population but also

to gauge sport, PA, and extra-curricular engagement of the participants. According to Creswell (2014) a survey design "provides a… numeric description of trends, attitudes or opinions of a population…" (p. 155), therefore, in order to gain a 'snapshot' of this research population, a large quantitative survey was deemed most appropriate. In addition to the breadth available when using this method, Creswell (2014) also emphasizes that there is a clear advantage to this method in the economy of the design and its relatively rapid turnaround in data collection. A longitudinal design was used in which the survey questionnaire was administered at two points, at the beginning of the school year (T1) and the end of the school year (T2). Although this only covered a period of nine months, the period of time represented a full academic school year, which was considered a crucial developmental period for pupils, and therefore any changes in reports over time were also considered.

The second overarching question, *"If so, whom, in what context, and why?"* relied firstly on the results from both the T1 and T2 survey questionnaires. The results provided insights concerning "who" reported differences in PYD outcomes and the "context" in which they reported these differences. However, an additional step was required to create a more complete answer to the second overarching research question. Therefore, in order to explore any possible reasons behind reported differences, a qualitative, semi-structured interview with a purposive sample of participants from the survey, was deemed the most appropriate method of data collection (see Phase 3: Interviews with Pupils).

Cohen et al. (2007) describe a purposive sample as a handpicked sample based on a judgment of their typicality. This could mean potential participants are either deemed very typical of the population or they are deemed atypical of the population and therefore 'worth' investigating. Because the research question hypothesizes that there may be a difference between pupils who participate in the programme, and those who do not, this notion was the main factor in 'handpicking' the sample. More specifically, following interviews with programme staff members there were several different participation profiles of interest that were taken into consideration when choosing the sample (see Section 2.19 for a more detailed account).

As previously mentioned, Wengraf (2001), describes semi-structured interviews as a data collection technique that allows the researcher to gain more complex, in-depth information from the participants. Therefore, after the pupil sample was identified, a semi-structured interview approach was chosen to explore the research questions further. Using semi-structured interviews was also appropriate because it allowed me to not only explore youth perceptions from pre-set questions related to the literature, staff interview data, and survey results but also, as Savin-Baden and Major (2012) emphasize, explore additional questions in response to participants' comments, perceptions, and reactions. These interviews with pupils can be distinguished from the earlier staff interviews as the pupil interview schedule was much more detailed, with specific probing questions offered at each topic set, while staff interviews were exploratory in nature, with simple topic headings (see Appendices F and O for further detail).

Perhaps the most important aspect of this research design is how the three phases were analysed in sequence, in order to facilitate and inform the subsequent phases, but were also integrated to provide more complete answers to the research questions. Although Tashakkori and Teddlie (2010) describe around forty mixed-methods designs, Creswell (2014) identifies the six most frequently used designs: convergent, explanatory, exploratory, embedded, transformative, and multi-phase mixed methods (pp. 220-221). As previously discussed, the decision was made to collect qualitative data first, using staff interview data and documentary analysis to facilitate the development of the survey questionnaire. Following results from the survey questionnaire, a purposive sample was identified for the second qualitative phase. Creswell (2014) describes both of the phases that are used in this study as *sequential* designs. Creswell (2014) does, however, describe sequential designs as being *either* 'exploratory' or 'explanatory'. This study utilises both of these designs, phase one and two as a sequential *exploratory* design and phases two and three as a sequential *explanatory* design (see Figure 2.1 above for a visualisation of this design). The word 'sequential' indicates that each phase of the research was *facilitated* by the previous phase, deliberately, as an essential part of the research process. The word

‘exploratory’ indicates the nature of the previous phase that provided focus and direction to development of the survey questionnaire. The word ‘explanatory’ indicates the nature of the integration of the quantitative and qualitative methods, where the qualitative is being used to add further depth and explanation to the quantitative results. Other designs were considered, such as an embedded design where the qualitative measures were included within the quantitative measures; however, it was more effective to create the interview schedule based not only on the literature but also on the survey results to allow me to explore the potential group differences in context. In all types of mixed method designs there are several considerations for a lone researcher.

There were two main challenges in the planning and implementation of this design. One main challenge for me was the adequate planning of the design in order first to fully investigate the research context and use the results to develop the questionnaire. In relation to this, the challenge was then to implement the design to allow for the meaningful follow-up of qualitative data collection from the survey results. There were practical challenges in this planning, such as the time allotted in the school and the access to participants. For example, I found it much easier to gain access to the participants once the survey had been administered. These issues will be further explored in the sections on reflexivity and ethical approaches. The second main challenge was the planning and navigation of results ‘integration’. Creswell (2014) cautions that it is a common mistake for researchers to start to merge the databases too early. In an explanatory design, he suggests that a full discussion be given of the results separately, and that a follow-up discussion should include how the qualitative results specifically expanded upon or explained the quantitative results. This is the approach that was taken to the integration of the findings and will be further discussed in Chapter 3, Findings.

However, it is important to note that within this study, the quantitative and qualitative methods are distinct from each other. Both types of data collection originate from clear historical paradigms and traditional conventions. Hammersley (2002) and Creswell and Plano-Clark (2011) note that a key challenge in conducting

mixed methods research is that the researcher must have the ability to be completely competent in both types of collection as well as be well versed in the conventions of each. In fact, Creswell (2014) often refutes critics of mixed methods research who suggest it allows a researcher to be less than thorough in their data collection. The following section will discuss theoretical approaches to MMDs and several general ethical considerations in research. Discussions regarding validity, reliability, and reflexivity in relation to MMD, both in general terms and specifically in relation to the separate methods of data collection are also included.

2.4 Theoretical approaches

Traditionally, educational research took a 'paradigm loyalty' approach where researchers were meant to stay within the traditions of their chosen paradigm (quantitative or qualitative). For example, a quantitative purist may approach research with what is known as a 'positivist philosophy' (Johnson & Onwuegbuzie, 2004, p. 14). Positivist philosophies tend to be associated with the belief that science-based inquiry is the most reliable and valid method of investigation. However, there are many criticisms of positivist approaches, especially in educational research. Cohen et al. (2007) make the case that scientific, positivist research fails to "take account of our unique ability to interpret our experiences and represent them to ourselves" (p. 25). The social world is complex and each person within it constructs his or her own perspective and theories about our world and themselves. Therefore, qualitative purists tend to reject positivism and opt for more interpretivist epistemologies (Johnson & Onwuegbuzie, 2004, p. 14). This in turn may allow for more individualised explanations of social phenomena.

While there are still many 'paradigm loyalists', there are an increasing number of researchers who have now turned to 'methodological eclecticism'. In other words they are beginning to use a combination of quantitative and qualitative methods as a way to achieve further depth and a more holistic understanding of the research phenomena (Hamilton, 2014). As previously discussed, the use of a MMD has increased in popularity over the last decade.

Creswell (2014) contends that "most mixed methods researchers find the pragmatist world view more suited to the pluralistic methodology than the polarization" of either positivistic or interpretivistic approaches (p. 10). Silverman (2013) describes this dichotomy or polarity in the social sciences as "highly dangerous as it seeks to assemble groups of researchers into 'armed camps' unwilling to learn from one another" (p. 13). Therefore, in this thesis, adopting a pragmatist worldview is more suited to the MMD design and answering of complex, multi-faceted research questions.

2.5 Reflexivity

In addition to taking a pragmatic approach to data collection, I also took a reflexive approach throughout the research process. While conventionally, quantitative studies discuss validity, reliability, and generalizability as key considerations in the evaluation of the research, it has been suggested that these terms are perhaps ill-suited to the epistemological considerations of qualitative studies (Lincoln & Guba, 1985). Therefore, Lincoln and Guba (1985) emphasise the main issues arising from what they call "trustworthiness" and indicate that in qualitative research, *credibility*, takes the place of internal validity, *transferability*, takes the place of generalisability, and *authenticity*, takes the place of reliability are the main evaluations for qualitative research and are indeed more suited to interpretivist epistemologies. Mishler (1990) adds that in order to evaluate the trustworthiness of research, it is essential to judge the degree to which "we can rely on the concepts, methods, and inferences of a study" (p. 419). Lincoln and Guba (1985) exemplify this point by discussing the pursuit of 'credibility' where the researcher first carries out the research in a way that ensures the probability of the findings being credible. In terms of the current study, the reflexive approach taken, sought to increase the credibility of the research by making explicit the research process and my role in that process. This reflexive approach was taken when considering the data collection process as well as the analysis of the individual interview data, by recording extensive field notes throughout the research process and utilising them during the analysis phase. A selected excerpt from these field notes is presented in Appendix G. Throughout this chapter, reflexivity, validity, and trustworthiness will be discussed in the appropriate

data collection sections. For example, in relation to quantitative data collection, reflexivity, validity, and reliability will be discussed, while in relation to qualitative data collection, reflexivity, trustworthiness, and authenticity will be examined.

2.6 Ethical considerations

There are particular ethical issues which must be considered when conducting research with adolescents, especially when investigating sensitive topics such as self-esteem and self-efficacy. These ethical considerations were taken into account during each phase of the research, and the particular ethical approaches adopted for specific data collection methods are discussed within those sections. The following section will describe the general ethical approaches adopted in the overall study.

Data collection within this study follows the guidelines published by the British Educational Research Association (BERA) and the British Psychological Society (BPS). In addition, this study also takes into account the guidance published on data protection by The University of Edinburgh. Ethical approval was received from the Moray House School of Education Ethics Committee separately for each phase of the research: staff interviews (15th September 2013), the survey questionnaire (25th July 2013) and the semi-structured interviews (1st April 2014).

Informed consent documents were created for each phase of the research. First, an information sheet was distributed to staff members who were part of the study and written informed consent was received from both the Head Teacher and the Director of the SSoS for the school to participate in this research (Appendix H). Second, a parental opt-out form was distributed before the administration of the T1 survey (Appendix I). In addition to parental assent, pupil consent was sought from an opt-in form attached to the front of the questionnaire administered at T1 (Appendix J). The consent form was read aloud to the group and pupils were encouraged to ask for clarification if necessary. Pupils provided their decision to participate through a 'yes' or 'no' tick box along with their signature. The right to withdraw at any time was made explicit, regardless of whether they had previously given consent. Pupils were only included in the study if they provided personal consent. If for some reason,

other than parental opt-out, a pupil did not participate in the T1 survey administration but was present on the day of T2 administration, they were asked for their consent to participate in the research at that time.

During phase 3 of the research, after the purposive sample was identified, a parental opt-in form was distributed to the pupils identified (Appendix K). Pupils were only interviewed if their parent and/or guardian returned the form. In addition to parental consent, the pupils themselves were asked to provide consent at the start of the individual interview through an additional informed consent document (Appendix J). It was explained that they had the right to withdraw from the interview at any time for any reason. The interviews were only conducted if both parents and the pupils themselves gave their consent.

When conducting research with adolescents, especially in sensitive topic areas, these guidelines and official documents only provide a surface-level base to the multiple levels of ethical considerations in this study.

In this study, the personal feelings of the adolescent were taken as the overarching consideration. Body language was monitored throughout both the questionnaire and interview administration. Any gestures that signalled potential discomfort or apprehension in any way were quietly addressed. Participants were reassured that there were no ‘right’ or ‘wrong’ answers and they did not have to answer a specific question or set of questions unless willing to do so. It was strenuously emphasised that all pupils had the right to withdraw from the study at any time for any reason. Participants were also encouraged to seek guidance from their assigned Pupil Support Teachers in the event of any lingering discomfort after completing the questionnaire(s).

During the initial informed consent stage, measures such as checking for understanding, were taken to ensure that pupils understood the information they were given about the study, how their questionnaire data would be used, and especially that their responses would be treated anonymously. In addition, during the interview

process, it was stressed that recordings of the interviews and names of participants would be strictly confidential and treated anonymously through the use of pseudonyms. Pupils were asked to mark 'yes' only if they were absolutely sure they understood the guidance received. They were encouraged to ask for clarification on any matter concerning the study. Furthermore, the developmental levels of the pupils were carefully considered and all approaches to conducting the interviews were respectful and constructed to elicit more in-depth, insightful answers to the questions.

The context of this study is quite unique given that there was only one curricular sports programme, in this form, offered in Scotland at the time of this study. Therefore, if someone was very familiar with the programme, they may be able to identify the school used in the study. This fact was made explicitly clear to both the Head Teacher and the SSoS Director. Both individuals acknowledged this to be so; however neither indicated that this would be problematic in any way. I reassured them that no individual pupils would be able to be identified and that all the information used in the study would be treated anonymously to the utmost possible degree.

2.7 Design frame

Figure 2.1 in Section 2.3 depicts the MMD for the current study. In addition, Table 2.1 describes the design frame of this research, expanding on the previous figure, and gives specific details of each phase and stage of the research, aims, methods used, and data produced.

Table 2.1. Research design frame.

Phase/Stage	Aims	Methods	Outcomes
Initial Phase	Gathering data on context of study, research location, relevant literature	Documentary analysis and literature review	Design frame created
Phase 1	Exploratory design phase, gather evidence of staff views and context of programme	8 semi-structured staff interviews, documentary analysis and literature review	Interview transcriptions, memo categories, survey topics
Interim Phase A	Integrating Phase 1 data to develop survey questionnaire	Data integration and comparison with literature	Survey questionnaire developed
Phase 2	Provide 2 cross-sectional snapshots of the sample population	2 survey questionnaires (T1, beginning of the school year and T2, end of school year)	Survey data
Interim Phase B	Analysis of survey data	Organise and analyse the data using SPSS (IBM statistical software package)	Results of survey analysis and purposive sampling strategy based on the results
Phase 3	Explore further student experiences of programme enrolment and activity participation	12 semi-structured student interviews	Interview transcriptions, field notes and memos
Interim Phase C	Analysis of interview transcriptions	Analysis using a cyclical coding process with elements of constructivist GT methods in NVIVO (QSR International)	Coding structure and integration, overall theme formation
Extension Phase	Analysis of online and social media outputs on the Twitter interface Exploration of key changes in school environment (murals)	Content analysis of tweets from the SSoS account Visual research methods	Expanded understanding of wider school processes

PHASE 1: INTERVIEWS WITH STAFF AND DOCUMENTARY ANALYSIS

2.8 Introduction

The following section provides a detailed description of Phase 1 of the MMD. As previously discussed, the purpose of this first phase was exploratory in nature with the main aim of developing the survey questionnaire for Phase 2 of the research. Overall, Creswell (2014) describes this *exploratory* sequential design as being essential to "develop[ing] better measurements with specific samples of populations" (p. 226). In effect, exploratory designs employ three 'mini' stages in their procedures: (1) the exploratory data collection; (2) the 'instrument' development; and (3) implementing the measure to the sample population. In the case of this research, the first stage was the qualitative data collection: semi-structured interviews with staff and programme documentary analysis. The second stage, 'instrument' development, is presented at the end of the Phase 1 discussion, where an account of how the data were combined and organised to develop the survey questionnaire is provided. The third stage, implementing the measure, is described in Phase 2 of the research. The elements of stage one and two are described in the subsequent sections.

Other than developing the survey questionnaire the aims of this phase included familiarising myself with the research location and programme, as well as building rapport with staff members. This phase also provided crucial insights for the development of the interview schedule in Phase 3. However, discussions in this section will include considerations for the semi-structured interviews with staff and the thorough documentary analysis in relation to the research location and programme.

2.9 Qualitative methodology

The following sections provide a detailed account of the methodological considerations and decisions made concerning the overall qualitative approaches adopted in this mixed methods study. This account begins with a discussion of the general approaches to qualitative methodology and highlights the central place of these approaches in the sequence of data collection and analysis. This section will also highlight the specific qualitative methods used in Phase 1 of this study, interviews and documentary analysis, as well as a specific discussion regarding reflexivity in this part of the research. Ethical considerations in this phase of the research are considered as well as several issues that were explored with conducting research in a school setting.

2.10 Staff interviews and approaches to qualitative methodology

Qualitative methods have a long tradition of exploring an individual's or a group's social reality. Qualitative approaches, according to Creswell (2014), are centred on "exploring the *meaning* individuals or groups ascribe to a social or human problem" (p. 4). As previously mentioned, these approaches allow for a rich description of the phenomena studied in this research and, when used in conjunction with the quantitative methods, can provide further explanation to the previous quantitative results.

A review of the literature on sports programmes and youth development has revealed that a significant majority of the studies conducted on this topic adopted quantitative approaches to data collection and that survey questionnaires have dominated the collection techniques. As previously discussed in Chapter 1, Eime et al.'s (2013) systematic review entitled *"The psychological and social benefits of participation in sport for children and adolescents",* found that only two of the thirty studies that were included used qualitative methods for data collection. It could be argued, therefore, that there is a need for more qualitative research in this specific area but

also a need to observe traditions of the research topic, making both quantitative and qualitative methods essential to new contributions in this research area. In addition, many studies adopt previously developed questionnaires without adapting them in any way. While there are advantages to this approach, such as repeatability and validation, it was essential in this study to take into account the research context, as it would directly affect the ability to answer the research questions. For example, it was essential in the case of Phase 1 of this study to investigate staff beliefs about the programme but also to gain insights into day-to-day operations, programme history, and school ethos. Therefore, interviews and documentary analysis were used prior to the development of the questionnaire.

There are different approaches to qualitative research, such as narrative research and phenomenological research, both of which are distinct from each other in both their traditions and in the information sought (Creswell, 2014). Narrative research seeks to discover the stories of individuals' lives and retell them chronologically while phenomenological research seeks to describe the 'lived experiences' of individuals of a certain phenomenon (ibid, p. 14). The current study set out to describe the lived experiences of both SSoS staff members and of pupils who did and did not participate in the programme, through the use of semi-structured interviews, rather than tell a chronological story of the participants' lives. The current research study was interested in the shared and the differing experiences of the pupils both enrolled in the SSoS and not-enrolled.

Interviews in general are used as a means of gaining complex in-depth information from participants (Wengraf, 2001). Semi-structured interviews in particular follow a set of pre-set questions but also include additional questions guided by the responses, comments, and actions of the participants (Savin-Baden & Major, 2013). However, interviews can also serve as an initial starting point in the data collection, exploring and developing hypotheses rather than collecting data for the purpose of thematic analysis. Cohen, Manion, and Morrison (2000) describe an 'interview guide approach' in which there are specific topics to be covered in the interview, written out by the researcher in outline form. They also argue that there are several strengths

in this approach in that it increases the "comprehensiveness of the data" but still allows for the interview to be "fairly conversational and situational" (p. 271). As it was essential to the study to build rapport with PE staff members (liaisons for the SSoS programme) but also to gain further insight about the programme itself, using a semi-structured approach with an 'interview guide' outline was identified as the best option for beginning to answer my research questions (See Appendix F for the staff interview schedule).

2.10.1 SAMPLING STRATEGY

Section 2.6 outlines the informed consent procedures for this phase of the research. All eight of the PE staff members agreed to be interviewed and recorded. As the SSoS coaches themselves are not school employees, access to them was limited and therefore only informal conversations were able to take place at the time of the study. The following table, Table 2.2, provides a description of the participants:

Table 2.2. Staff Interviews; Descriptions of programme and school roles.

	Programme Role	School Role	E.C. (related)	Other E.C.
Aaron	SSoS Programme Director	HOD PE		
Luke	LT to SoF	PE Teacher		
Stephen	LT to SoR	PE Teacher	S1-S5 Boys, S1-S6 Girls Rugby	Morning Weightlifting
Rebecca	LT to SoB	PE Teacher	S1-S6 Basketball, S1-S6 Girls Football	
Alice	LT to SoD	PE Teacher	Dance Team s1-s6	
James	LT to SoSw	PE Teacher	Swim Team, Basketball	Mountain Biking Club
Gale	--	PE Teacher + Pupil Support		
Robert	--	PE Probationary Teacher	--	Boy's Volleyball

Notes: LT = liaison teacher, HOD = Head of Department, PE= Physical Education, EC = extra-curricular

This table provides some of the elements that were taken into consideration when analysing the interviews. Some of the staff members had much more experience with the programme than others, but it was important to investigate not only these differences but also any shared experiences. As the table indicates, there was a great deal of involvement of these participants in the programme itself.

2.10.2 CONDUCTING THE INTERVIEWS

Cohen et al. (2000) caution that in any interview "it is crucial to keep uppermost in one's mind the fact that the interview is a social, interpersonal encounter, not merely a data collection exercise" (p. 279). Throughout the interviews, Cohen et al.'s (2000) caution was heeded. The most important aim was to develop rapport with each of the staff members; therefore, the first consideration was *their* time. I explained to the teachers that rather than schedule interviews, I would visit the school over a two-week period of time and that whenever it was convenient for them to provide approximately half an hour of their time we could conduct the interview. The teachers did express that they appreciated this approach as many times, free 'periods' end up not really being free periods at all. For example, one staff member expected to have two free periods in the middle of one school day and was willing at the beginning of the day to conduct the interview during that time; however, a teacher from another department had phoned in sick and therefore they were called in to cover their classes. Part of this research process was being flexible with availability and suiting the needs of each participant's schedule. During this two-week period of time, I also began eating lunches with the department staff and having informal conversations. Cohen et al. (2000) suggests that it is important create an atmosphere when interviewing that the participant feels secure to talk openly. When the interviews were conducted, although just the member of staff and I were in the room, previous encounters allowed for an ease of communication and appeared to relieve any stress that may have arisen from speaking to a stranger for the first time.

2.10.3 Ethical approaches

In addition to consideration of participants' time for this portion of the study, there were key ethical considerations that were taken into account during this phase of the research. Where research involves collecting data from people, about people, personal information can be extremely sensitive in nature (Punch, 2009). Creswell (2014) makes the point that "researchers need to protect their research participants" (p. 92). It was important to assure the staff members that the data collected in the interviews were going to be used solely for the purposes of my research rather than as an evaluation of their practice or even their thoughts and feelings about the programme. It was my duty as an ethical researcher to provide this security and ensure that information gathered was not shared with any other interviewees or the SSoS programme director. In addition to these considerations, formal ethical approval procedures were also followed.

Ethical approval for this research was obtained from my supervisors and inspected by the Moray House Ethical Committee. As this stage, since the research was conducted with adults (over the age of 18) on topics that were not considered sensitive in nature, it was deemed a 'Level 1' ethics submission. The official guidance from the committee indicates that research studies that are considered a Level 1 "cover research with participants that is non-problematic, i.e. the likelihood of physical or emotional risk to the participants is minimal" (pg. 1). However, an informed consent document (Appendix H) was also provided to the staff members prior to the study that described the overall aims of the study; how their data would be used including steps taken to ensure anonymity and confidentiality; their right to withdraw from the study at any time; and contact information for any follow-up questions from the interviews.

2.11 Approaches to qualitative analysis

The initial purpose of the staff interviews was a guiding force when considering the approaches to analysis. The main aim was to explore the staff members' experiences

of the programme as well as additional aspects to consider for the development of the survey questionnaire. Therefore, the approaches to the analysis of this portion of the research took this notion into account. As will be apparent in the subsequent Phase 3 interview analysis, a much more in-depth constructivist grounded theory approach (Charmaz, 2006) was employed to analyse the pupil interviews.

After conducting the interviews, each of the audio recordings were transcribed, verbatim, with indications of any emphasis placed on certain words and notes of tone. King and Horrocks (2010) describe one process of transcription which they call "intelligent verbatim". This technique entails transcribing the audio in a verbatim fashion but also eliminating some of the repetitive speech sounds (phatics) such as 'ums' or 'ahs'. They caution the researcher to take care that any elimination of words or pauses does not alter the speaker's intended meaning of the speech. In the case of my research, all of the audio recordings were transcribed in this way. Not every pause was noted, thereby increasing the readability of the text, but notes were made to distinguish between natural conversational pauses and pauses where meaning may have been present but not transparent. Although Cohen et al. (2000) do caution that a large amount of data may be lost in the transcription process (going from oral and interpersonal language to written language), great care was taken throughout the process to maintain the authenticity of the participants' thoughts and answers.

As previously mentioned, the purpose of the interviews was to guide the analysis process; therefore the first cycle of analysis entailed producing analytic memos that specifically commented on aspects of the SSoS programme described by the staff members. Much of each interview was geared toward building rapport and getting to know the teacher, therefore these data were not coded or used in the analysis unless they specifically related to the school or the programme. After the initial memo production, these memos were coded for different aspects of the programme and collated to create an overall picture of the staff views of the programme.

2.12 Documentary analysis

2.12.1 Introduction

Documentary analysis is often overlooked as an essential part of the research process. Sapsford and Jupp (2006) make the case that while other forms of data collection, such as questionnaires and observations, may be widely drawn on by researchers, existing sources, such as documents, are also important bases for research. In fact, they also note that the use of documentary resources comes in at various stages of the research process, not only in the preliminary 'literature search'. Prior (2011) discusses using documents as a way of gathering evidence on the content of the document and creating an overall narrative of the topic through "descriptions, reports, images, representations, and accounts" (p. 95). Content analysis was used to identify themes across key SSoS documents. Prior (2011) suggests that focusing on *how* the document is assembled is potentially a more informative analysis; however, she still argues that "content is important and deserves systematic analysis" (ibid). The documentary analysis was also important to discern the most crucial elements of the programmes that needed to be addressed by the survey questionnaire. Akiva (2005) discusses successful programmes as having clear philosophies and aims. Therefore, the documentary analysis process began with this notion in mind.

2.12.2 School of Sport Handbook (Appendix B)

"Physical Education, physical activity and sport [are] the learning environment[s] and the medium through which other all around skills and abilities are developed" (SSoS Handbook, 2012). This claim, which is made in the programme handbook, provides a snapshot of the purpose of the school's aim for using sport as a vehicle for pupil development. In addition, the handbook explains that the "The [SSoS] cultivates an environment in which the physical, social, and emotional wellbeing of every pupil can flourish" (p. 2). The aim to develop aspects of 'well-being' in pupils is consistent with the interviews conducted with the SSoS director and other staff members in Phase 1. It is important to note researchers such as Eime et al. (2013) found that the most common reported benefits, or 'transfer effects' of sport

participation, included "improved self-esteem, social interaction, and fewer depressive symptoms" (p. 1). In addition to the wellbeing claims, the handbook outlines eight specific priorities and aims of the SSoS:

1. Increase participation levels [in sport];
2. Improve interpersonal skills;
3. Improve physical, social, emotional, and mental wellbeing;
4. Develop leadership opportunities;
5. Support gifted and talented athletes;
6. Improve academic attainment within physical education and positively impact attitudes to learning across the curriculum;
7. Improve lifelong participation [in PA];
8. Forge closer links with sports clubs (p. 3).

The priorities and aims of particular interest to this research are numbers 3 and 6 as these have close links with aforementioned aspects of PYD. The parallels of number 3 and PYD are discussed at length in Section 1.5.2 of the literature review; however, the concept of physical well-being is not a focus of this study. Number 6 "…positively impact attitude to learning across the curriculum" is of interest because it is directly related to transferrable skills, from the medium of sport to the academic context. Given these findings, it was decided that it was essential to investigate key emotional and mental well-being aspects as well as the notion of transferrable skill-building through the SSoS.

2.12.3 Pupil Recommendation Form (Appendix C)

Primary 7 teachers in the associated primary schools are asked to recommend pupils for the SSoS. These recommendation forms are distributed to the primary schools and teachers are asked to provide the names of pupils and their perceived potential benefits for the pupil if they were to participate in the SSoS. The following excerpt from the form provides the teachers with some background information about the programme:

> The purpose of [the SSoS] is to develop the person first and the player second. We hope to recruit young boys or girls who have a passion for the game… the process does require some degree of practical ability… [but] we are keen to support pupils who may struggle academically through the medium of sport and develop a range of skills involved…such as communication, concentration, and discipline, all of which we hope can be transferred back to the classroom (Pupil Reccomendation Form, 2012).

The key portion of this passage relates to the emphasis on the *development* of the pupil rather than their practical ability or natural talent for sport. This statement was consistent with accounts provided by staff members and the SSoS director. From this it was important to take into account a less sport-contingent approach to the survey, as this would allow for more accurate comparisons of the developmental aspects between pupils enrolled and not enrolled in the programme as well as factor in the element of transferrable skills.

2.12.4 Programme Code of Conduct (Appendix D)

Each 'School of' provides a code of conduct for participants to adhere to during the school year. Some key elements of this code are: appropriate and respectful behaviour, hard work, and discipline. In addition to these, a statement regarding attitude and behaviour in the wider school setting and the completion of all school assignments are also included. This code was of particular interest to the study as it explicitly outlined expectations of participation in the SSoS and further emphasized the programme's holistic approach to development rather than just the development of elite athletes. However, it is interesting to note that these codes of conduct were published in 2012, the first year the SSoS was offered. Newer literature also includes statements about the requirement of participants to participate on the school team of the sport in which they attend the School Of. It is unclear why this caveat was added to the literature.

From this document, it was deemed important to investigate some of these key characteristics, which are also emphasised by PYD, such as the importance of behaviour management, hard work, respect of others, and time management.

2.12.5 School of Rugby, Annual Report Jan 2011/12 (Appendix A)

Because of the funding provided by *CashBack for Communities* (see Section 1.6.3 for further description on this funding scheme), the SoF and SoR both publish annual reports on their programmes. The SoF's reports, while providing some mention of psychological and social skills, places a much greater emphasis on developing athletic talent than the SoR's annual report. The SoF is closely associated with their 'Scottish FA Developing Talent Plan' which emphasises the development of the player in a technical and tactical sense. The SoR reports place a much greater emphasis on social and emotional well-being and they provide exemplary case studies to illustrate how key priorities and aims of the SoR programme are being met in various locations throughout Scotland. Therefore, because of this emphasis on social and emotional well-being, the SoR reports were analysed in much greater detail than the SoF reports. For this particular document analysis, the report from 2011/12 will be used, as it was the published report at the time of the SSoS' inception. Included in this report, in addition to the evaluation of the practical development of rugby skills and techniques, the report discusses the SoR aims in terms of the programme's educational contribution, with direct links to the CfE and the HWB outcomes. Specific to the HWB outcomes, the report describes "improved attitude, attendance rates, school merits, reduced referrals, improved life skills, and confidence" (p. 3) as the target areas and outcomes of participation in the SoR. Finally, the report evaluates the SoRs ability to broaden horizons and improve citizenship through various resources provided by the SRU. As these aims are consistent with staff anecdotal evidence of the impact of the SSoS overall, it was deemed absolutely essential to investigate these aspects in the data collection. Unfortunately, tracked attendance information and referral frequencies were unavailable for analysis.

2.12.6 LITERATURE INFORMING THE QUESTIONNAIRE

The final consideration when developing the survey was the existing literature on PYD in the sporting context. Several key points regarding PYD outcomes and school activity participation were identified. Self-esteem and self-efficacy are seen as key resources to promote PYD, especially in the case of 'contingent' self-esteem and individual self-efficacy for sport specific tasks (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Crocker, Brook, Niiya, & Villacorta, 2006). In addition to these characteristics, PYD encompasses several developmental assets such as 'achievement motivation' (Scales, Benson, Roehlkepartain, Sesma, & van Dulmen, 2006), 'teamwork', 'leadership', 'behaviour management', and 'respect for others' (Holt & Sehn, 2008). These characteristics are consistent with the SSoS' aims and most importantly, the aspect of 'transferability', which will be discussed in the following section.

Several questionnaires have been used to measure aspects of PYD such as the *Positive Youth Development Student Questionnaire* (Lerner et al., 2005). However, this measure was context-specific to the programme investigated, the 4-H programme and was not considered to be appropriate for the current research (see Section 1.5.1 for further detail). In addition, Vierimaa, Erickson, Côté, and Gilbert (2012) used a sport-specific, 4 Cs measure drawing from, among other scales, an adapted version of Causgrove-Dunn et al.'s (2007) *Sport Competence Inventory,* the *Coach-Athlete Relationship Questionnaire* (Jowett & Ntoumanis (2004)), and Kavussanu and Boardley's (2006) *Pro-social and Antisocial Behaviour in Sport Scale*.

Noticeably, these subscales are sport-specific measures. For the purposes of this study, a less sport-contingent approach was taken in order to allow for comparisons and contrasts to be made between participation and non-participation in a sporting programme. While there are merits to using previously-created questionnaires aimed at investigating PYD, aspects of PYD are well established and can be successfully measured with more generalised measures of these characteristics. In addition to this aspect, this approach is a critical element for the survey to investigate effectively the

role of the sport programme in enhancing general PYD characteristics that may have many transferrable benefits across pupils' lives rather than only in sport-specific contexts.

Overall, the main constructs of interest in this case were identified as motivation, self-esteem, self-efficacy, and developmental attributes (such as teamwork, leadership, behaviour management, etc…) (see Section 1.5.3 for further description). In addition to drawing comparisons between students enrolled in the programme and those who were not, a measure of activity participation was also taken for all students to examine the relationship between the frequency of activity participation and reported PYD characteristics. Table 2.3 provides a brief description of each scale, the construct measured, sources, validation, and respective Cronbach Alpha scores[18]. The section following the table discusses each of the five scales used in the questionnaire in some detail.

[18] Cronbach's alpha is a measure of internal consistency of a test or scale, expressed as a number between 0 and 1. The typical range of acceptable alpha scores ranges from 0.70 - 0.95 (Tavakol & Dennick, 2011)

Table 2.3. Survey questionnaire constructs, scale description, and validation.

Construct	Scale Description	# of items	Sources and validation	α
Classroom Motivation	Measures intrinsic and extrinsic motivation in classroom specific settings; questions asked relate to schoolwork, homework, and studying. Scale: 4-point Likert Scale.	32	Slight language adjustments were made from the originally developed scale (Lepper, Corpus, & Iyengar, 2005) in order to make it suitable for use in the Scottish context.	.79 (T1) .74 (T2)
Self-Esteem	A global measure of self-esteem asking participants to report feelings about themselves. Scale: 4-point Likert Scale, reverse scored for items, 2, 5, 6, 8, and 9.	10	Slight language adjustments were made to this widely used scale developed by Rosenberg (1965). It has been validated on multiple occasions for use with adolescents.	.86 (T1) .89 (T2)
Self-Efficacy	A generalised measure of self-efficacy asking participants to report feelings about their abilities. Scale: 5-point Likert Scale.	10	Slight language adjustments were made to this widely used scale developed by Schwarzer & Jerusalem (1995). It has been validated in 23 nations for reliability and criterion-related validity.	.80 (T1) .84 (T2)
Personal Attributes	Participants are asked to rate themselves on certain developmental characteristics relative to other students their own age (Section 1) and their perceived importance of these characteristics (Section 2). Scale: 5-point Likert Scale where each category pertains to 20%.	20	This scale was adapted from 4 sections developed by Pelham & Swann (1989), to 2 sections. Two sections were eliminated as they reflected research with Undergraduate students. Language was modified for use in a Scottish context. Attributes were included or eliminated to reflect PYD outcomes.	Section 1 .81 (T1) .82 (T2) Section 2 .84 (T1) .86 (T2)

Table 2.3 (cont.)

Activity Participation	A list of sports and other extra-curricular activities was provided. Participants were asked to mark whether they participated in that sport or activity inside or outside of school on a competitive or recreational basis and to estimate the # of hours/week they participated in that activity.	List format (30 sports + 2 'other' options, 8 activities + 3 'other' options)	This section was developed from a list of school and community offerings and consulting the literature regarding the nature of sports programmes. Structure, intensity, and duration are all cited as key factors in the extent to youth development through sport (Simpkins, Ripke, Huston, & Eccles, 2005; Zaff, Moore, Papillo, & Williams, 2003; Zarrett et al., 2008)	N/A

2.13 Interim Phase A

An interim phase, between Phases 1 and 2 of this research study provided a dedicated time period for collating and combining the data collected throughout Phase 1. Overall, Creswell (2014) describes the *exploratory* sequential design as being essential to "develop[ing] better measurements with specific samples of populations" (p. 226). As previously mentioned, this design employs three 'mini' phases in its procedure: the first as the exploratory data collection, the second as the 'instrument' development and the third as implementing the measure to the sample population. This interim phase served as a means of developing the survey questionnaire. More specifically, findings from Phase 1 as well as the literature review provided a basis for the sections that were included in the questionnaire. In the subsequent section, literature informing the questionnaire as well as a detailed description each of the final sections of the questionnaire is included.

PHASE 2: THE SURVEY QUESTIONNAIRE

2.14 Introduction

The following section provides a detailed description of the quantitative methods and methodological considerations of the second phase of the MMD. This discussion will begin with an account of the purpose of this phase and its essential place in the *exploratory* and *explanatory* portions of the MMD. In addition, decisions concerning the design of the survey questionnaire will be thoroughly discussed, with descriptions of each section that were included in the survey. An account of the piloting of the survey is given as well as a description of the administration of the survey and sampling procedures. In addition to these elements, ethical approaches, reflexivity, triangulation, and generalisability are discussed in relation to this phase of the research.

2.15 Approaches to quantitative methodology

As previously discussed, the first portion (Phase 1 → Phase 2) of this research design is *exploratory* in nature while the second portion of this research, (Phase 2 → Phase 3) is *explanatory*. Creswell (2014) discusses both of these methods as part of his six main MMDs. The aim and purpose of this phase was to first use the qualitative results from Phase 1 to develop the quantitative measure used in Phase 2 and next to identify key quantitative results to be explored in the qualitative follow-up in Phase 3. The initial purpose of this quantitative stage was to, as Creswell (2014) suggests, gain a 'snapshot' of the student population and to "provide a numeric description of trends, attitudes [and/or] opinions of [the student] population" (ibid, p. 155). Along with these general aims, more specific aims of the survey were identified from Phase 1 of the research. For example, investigating pupils' classroom motivation was identified as an area of importance because it was specifically discussed by staff members and in the SSoS literature.

During the end of the 2013 school year I met with the SSoS director to discuss the programme aims, vision, and ethos, as well as the research project. Through these discussions it was apparent that the director wanted to emphasise the importance of

the programme's aim to develop the 'whole' individual while using sport as the 'vehicle' for this development. It was also stressed that the selection process placed a great deal of weight on the potential psychosocial benefits of participation rather than practical sporting ability. This was also consistent with content provided in the SSoS documents. In addition to this aspect of the discussion, the diversity of catchment areas for the school was also a factor for him. The director was enthusiastic about the programme's representation of students from every catchment area, especially some of the more deprived areas (identified through the SIMD data zones measure)[19]. Therefore an investigation of possible differences and similarities between these groups was essential for this portion of the research.

Table 2.3, provides a brief description of each section of the questionnaire. The following sections will expand on these details, noting the original use of the scale included in the questionnaire, its 'fit' in the present study, and any modifications that were needed for this particular research context. The questionnaire appears in full in Appendix M.

2.15.1 SECTION 1: CLASSROOM MOTIVATION QUESTIONNAIRE

The first section of the questionnaire consisted of Lepper et al.'s (2005), *Motivational Orientations Questionnaire.* This scale examines classroom-specific intrinsic and extrinsic motivation. Ryan and Deci (2000) explain that "*intrinsic motivation*…refers to doing something because it is inherently interesting or enjoyable and *extrinsic motivation*…refers to doing something because it leads to a separable outcome" (p. 55). In the educational context, these definitions can be applied by investigating the motivations for different classroom behaviours such as exploration, curiosity, and dependence on the teacher (Lepper et al., 2005).

Lepper et al.'s (2005) thirty-two-item portion measured the following intrinsic motivation constructs:

[19] SIMD refers to the Scottish Index of Multiple Deprivation and uses several indications of deprivation to place a postcode in a certain 'data zone'. There are 6,505 data zones in Scotland, 1 being the most deprived, 6,505 being the least deprived. For more information see (SIMD, 2006).

(a) *Challenge*, a desire to engage in difficult or challenging tasks;
(b) *Curiosity*, a desire to learn something or seek new information; and
(c) *Independent mastery*, a desire to master topics and subjects.

This portion also measured the following extrinsic motivation constructs:

(a) *Easy work*, a desire to complete un-challenging work;
(b) *Pleasing Teacher(s),* a desire to be in the good favour of the teacher; and
(c) *Dependence on Teacher(s),* a desire for the teacher's help to complete tasks.

Participants were asked to evaluate statements on a four-point Likert scale, indicating the degree to which they agreed or disagreed with the statements. In turn, this indicated the degree to which intrinsic or extrinsic motivation accounted for their academic behaviours in the classroom (Lepper et al., 2005). For example, participants were asked to respond to the statement, "I like to learn as much as I can in school". This statement reflected the *Challenge* aspect of intrinsic motivation. In another example, participants responded to the statement, "I don't like difficult schoolwork because I have to work too hard". This statement reflected the *Easy Work* aspect of extrinsic motivation. Overall, this section provided a composite score for each of the types of motivation and included constructs.

2.15.2 SECTION 2: GLOBAL SELF-ESTEEM

The second section of the questionnaire consisted of Rosenberg's (1965) Self-Esteem Scale. Although originally developed in 1965, it is still widely used in this format and was in fact included at the measure of global self-esteem in Pelham and Swann's (1989) study of undergraduates and developmental attributes, also used in the questionnaire for this study. This short ten-item questionnaire measures global self-esteem on a four-point Likert scale, indicating the degree to which participants agreed or disagreed with the statements given. There are five positively worded statements regarding self-esteem such as "On the whole, I am satisfied with myself",

and there are five negatively worded statements such as “At times, I think I am no good at all”. All of the statements were used in their original format with only minor language changes to provide clarity. For example: Question 6 read “I certainly feel useless at times” and was changed to “I feel useless at times” and Question 7 read, “I feel that I am a person of worth, at least on an equal plane with others” and was changed to “I feel that I’m a worthy person, at least equal with others”. The pilot participants confirmed this clarity.

The negatively worded statement answers were reverse scored (A ‘4’ on this question would equal a ‘1’, a ‘3’ is a ‘2’, etc…). This section provided a composite score for self-esteem in which a low score indicated a lower level of self-esteem and a high score indicated a higher level of self-esteem.

2.15.3 SECTION 3: GENERALISED SELF-EFFICACY

The third section of the questionnaire consisted of Schwarzer and Jerusalem’s (1995) Generalised Self-Efficacy Scale. This scale has been adapted into 26 different languages (the original German version was published in 1979) and has been used successfully for two decades (Schwarzer & Jerusalem, 1995). This study was interested in more generalised measures, therefore, use in its original form, with slight language adjustments, was deemed most appropriate for the study aims. This ten-item questionnaire measures perceived self-efficacy by asking participants to respond to statements on a 5-point Likert scale. This scale was used in its original form in the final questionnaire.

Minor language modifications were made for clarity and use in the Scottish context as well as in consideration of the developmental levels of the pupils. For example, in the original scale, the second statement was “If someone opposes me, I can find the means and the ways to get what I want”. This statement’s language was modified to read, “If someone says ‘no’ to me, I can find the means and the ways to get what I want”. According to responses from the pilot, clarifying the word ‘opposes’ made the statement clearer for participants. In some cases, parts of a statement were eliminated

to ensure that the statement was only related to one construct of self-efficacy rather than to multiple constructs. For example, the original statement number 7 read, "I can remain calm when facing difficulties because I can rely on my coping abilities". This statement pertains to two different constructs, behaviour management and coping. Therefore, the latter part of the sentence, regarding coping abilities was eliminated to avoid confusing in the final scale.

Each item was scored on a positive scale and lower composite scores reflected a lower perceived self-efficacy while higher composite scores reflected a higher perceived self-efficacy. It was also taken into account that the scale was 1 to 5 rather than 1 to 4 and therefore composite scores would be slightly higher than the Global Self-Esteem measure.

2.15.4 SECTION 4: DEVELOPMENTAL ATTRIBUTES

The fourth section consisted of an adapted version of Pelham and Swann's (1989) Self-Attributes Questionnaire. It was orignially a five-part questionnaire consisting of :

Section 1: Rate yourself on these traits relative to people your own age;
Section 2: Rate how certain you are of your standing on these traits;
Section 3: Rate how personally important these traits are to you;
Section 4: Rate these traits based on your 'ideal self';
Section 5: Rate how certain you are of your standing.

In more recent versions of this questionnaire, such as Swann's 2008 version, participants were also asked rate how the 'clinical graduate student' who was administering the questionnaire may rate them on these traits and how much the participant desired feedback on each of the traits (rate how important feedback was for each of these traits). Since these later versions were more focused on what the participant felt that others may think of their abilities, they were not used in this questionnaire.

Pelham and Swann (1989) discuss *attribute certainty* as a process of understanding the extent to which people are invested in their self-views. However, because their discussion was based on the awareness of adults in their self-views, these portions were deemed not as important for obtaining the views of adolescents on their possession of developmental attributes. In the original administration, Pelham and Swann also discuss the notion of the *self-ideal discrepancy* and investigate individuals 'ideal view' versus their actual view of their self. They also measured the *importance* of these attributes to the individual. However, in their findings section, they discuss the self-ideal discrepancy as being related closely with the individual importance of each attribute, therefore the inclusion of this section could be seen as a redundancy.

In the final version of the current study's questionnaire, Section 1 and Section 3 of the Pelham and Swann's (1989) questionnaire were included. There were, however, some slight changes to the measured constructs as some original measures were not as closely connected with PYD literature and constructs of interest to the study. Table 2.4 describes in detail these changes as well as a rationale for these changes.

Table 2.4. Modifications to Pelham & Swann's 1989 constructs measured on Self-Attributes Questionnaire for suvery questionnaire.

Original Construct (Pelham & Swann, 1989)	*Final Measured construct*	*Rationale for changes*
Intellectual/academic ability	Intelligence	Clarification of language, truncated for clarity
Social skills/social competence	Social Skills	Truncated for clarity
Artistic and/or musical ability	Not included	Was not included as was not closely related with aims of the study
Competency or skills at sports	Athletic Ability	Clarification of language
Physical attractiveness	Not included	Was not included as was not closely related with the aims of the study
Leadership ability	Leadership	Truncated for clarity
Common sense	Not included	Was not included as this constuct was not closely related to PYD or development literature
Emotional Stability	Not included	Was modified to 'behaviour' for clarity
Luck	Not included	Was not related to development literature
Discipline	Not included	Was not included due to possibility of multiple constucts

The final ten constructs were chosen based on their prevalence in either or both programme and sport literature (intelligence, social skills, athletic ability, leadership, teamwork, behaviour, time management, perseverance, work ethic, and respect for others) . Programme literature analysis (see Section 2.12 Documentary Analysis) indicated that improvement in attitudes toward school, behaviour management, hard work, respect of others, and time management were the main aims of the SSoS. In addition, some constructs were also prevalent in sport literature such as in research

conducted by Holt and Sehn (2008) that suggested "competitive sport may be 'naturally suited' for teaching initiative, team work, and social skills" (p. 28).

2.15.5 SECTION 5: ACTIVITY PARTICIPATION

For the final section of the questionnaire, participants were asked to fill out two tables regarding their participation in sports and extra-curricular activities. Each table required a response for only the sports and activities participated in outside of the school curriculum. Students were asked *not* to indicate sports or activities that they participate in only at school as part of the curriculum, such as drawing in art classes or sports in PE. There were also "other" choices for students to identify sports or activities that were not included in the original list. Participants were asked to indicate whether they participated at school, as part of a programme provided by the school, or outside of school, as part of a club programme. As previously discussed in the literature review, it has been suggested that not all sports trajectories will produce the same developmental outcomes (Fraser-Thomas, Côté, & Deakin, 2005). For example:

> Research has indicated that the amount of time youth spend participating in sports each week (intensity) (Simpkins et al., 2005), their participation stability across adolescence (duration) (Zaff et al., 2003), and the time they spend in other types of activities, in addition to their sports participation (Zarrett, 2006), all play a role in how sports participation is linked to youth development (Holt & Sehn, 2008).

Therefore, it was important to investigate not only the location of pupil participation, but the nature of their participation-- whether it was competitive or non-competitive [intensity]-- and the number of hours per week they participated in the activity [duration]. It was also important to invesitgate the activities other than sport that the pupils engaged in as previous claims such as those by Eccles et al. (2003), suggest that in comparison to non-participants, pupils who participated in organised sports reported more school enjoyment, received more educational support, had higher

academic performance, and participated more widely in higher education. In particular, they suggested that these associations *were not found* with participation in art, community service, or school activities (Eccles et al., 2003).

2.16 Additional information

In addition to the five sections related to youth development, simple demographic information: name, age, and year group were recorded. Additional information such as home post codes (to identify SIMD data zones), staged-intervention levels, and programme enrolment data were obtained from documents provided by the school. This information was compiled in an Excel spreadsheet and cross-referenced to names of participants.

Pupils were also asked to answer whether or not they would be willing to be interviewed about this topic. This question was included at the end of the questionnaire and pupils who indicated 'yes' were compiled into a register for the purposive sampling strategy.

2.17 Ethical considerations

There were key ethical considerations in the development and nature of the survey. Creswell (2014), makes the point that "researchers need to protect their research participants" (p. 92). This is especially the case when conducting research on and with children and adolescents. Anxiety in adolescents can be particularly high around unfamiliar adults (Lewis & Lindsay, 2000); therefore, certain precautionary measures were taken into account. These included taking care not to use overwhelming language and to assure the student that there were no 'right' or 'wrong' answers. But perhaps the most important consideration was to reassure students that if at any time they felt uncomfortable, they could let myself or any staff member know and consider whether or not they wished to continue the questionnaire. In addition to this reassurance, guidance on the appropriate avenue for additional discussion (i.e. the pupil's support teacher) was included on the informed consent document.

Formal ethical approval for this portion of the study was submitted to the Moray House Ethical Committee and was approved on the 25th of July 2013. As previously mentioned, informed consent documents were distributed to both the parents/guardians of the pupils as well as to the pupils themselves on the days of questionnaire administration.

2.18 Piloting procedure

Questionnaire piloting was not possible in the school because of timing and access challenges. Therefore, pilot questionnaires were administered to a sports team I had been coaching at the time of the study. The main aims of the pilot were to:

(1) Examine the developmental level of the questions and check for understanding;
(2) Gauge the time required for completion of the questionnaire;
(3) Compile questions or clarification required on any of the instructions or sections for modification.

The sample for the pilot consisted of 10 girls participating in a gymnastics programme after school hours. The girls were between the ages of 11 and 12, the same age as some of the target group of my study (11-16 year olds) and, crucially, at the younger end of the range, where potentially the greatest level of clarification would be needed. Instructions were read aloud and each participant was asked to provide an asterisk next to directions or words they found confusing or may require further explanation. On a blank questionnaire, notes were made on any questions received either from individual participants or during the group discussion. In total, eight changes in language were made from the piloting session. For example, "Intellectual Ability" was modified to "Intelligence" due to the large volume of questions regarding the previous wording. As well as language changes, minor changes to the instructions were made to ensure greater clarity.

2.19 Sampling

All S1-S3 pupils (*n* ~ 500, aged 11-15) prior to the study received an information sheet describing the study as well as a parental opt-out form (Appendix I) to be taken home. A period of two weeks was given to allow adequate time for receipt and return of the form. After this time period, a total of twenty parent opt-out forms were returned. On the day of questionnaire administration, pupils received an additional copy of the information sheet as well as a participant opt-in form (Appendix J). Pupils were asked to give consent, based on the information given, to participate in the overall study. A total of five pupils at the first administration of the survey (T1) and nine pupils at the second administration of the survey (T2) opted to not participate in the study. Although there are approximately 500 pupils enrolled in S1-S3, numbers present at school on the days of each administration of the survey was difficult to discern. Attendance during the school day was a concern as well as attendance during the time of administration; and there was an English field trip during one of the class periods. In addition, some pupils were actually participating in the SSoS at the time of administration and therefore were unable to take part in the study. Pupils who did not participate in T1 were given an opportunity to participate in T2 if they had not returned a parental opt-out form and they provided consent to participate in the study. A total of 380 pupils (*m=171, f=209)* were included in T1, 382 pupils (*m=168, f=214*) were included in T2, and 329 pupils (*m=146, f=183*) completed both questionnaires. Figure 2.2 depicts the participant flow diagram for this stage of the research.

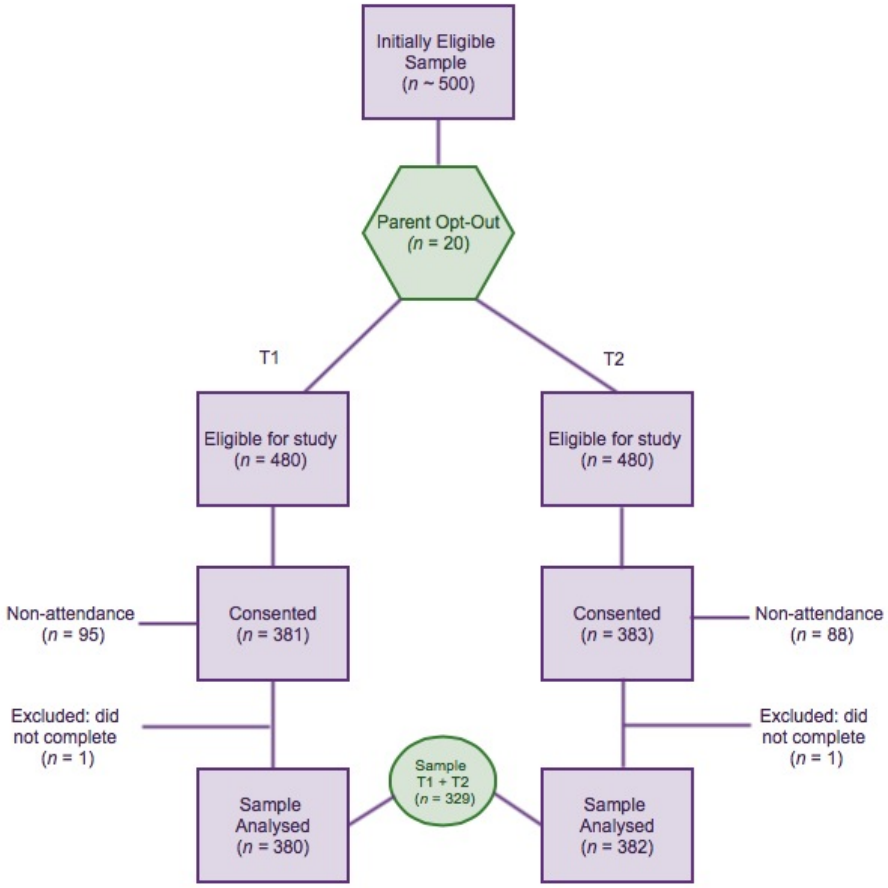

Figure 2.2. Participant flow diagram Phase 2

2.20 Administration protocol

Protocol for questionnaire administration was as follows:

(1) Questionnaires were 'laid' out on the games hall floor in rows of 10 and columns of 5.
(2) Pupils entered the games hall and were asked to sit behind a questionnaire and leave the cover sheet 'face-up'.
(3) The classroom teacher recorded attendance and pupils with returned parental opt-out forms were asked to wait outside for instructions.
(4) The informed consent document was read aloud and participants were asked to make a decision regarding participation.
(5) Pupils who decided not to participate were asked to join the other pupils outside the games hall.
(6) One of the classroom teachers was responsible for the pupils who were not participating.
(7) After this process, instructions were read aloud for section 1 and a period of 7 minutes was given for completion.
(8) Participants indicated they were finished with a particular section when they were seen to be working on the word search provided near the end of the questionnaire.
(9) This process was repeated for each section of the questionnaire.
(10) If within the 7-minute time period, not all participants were finished with that section, more time was allotted.
(11) At the end of the questionnaire, the surveys were collected from each pupil.

2.21 Administration considerations

Creswell (2014) outlines key ethical considerations for data collection as: respect of the research site; disrupting as little as possible; equality of treatment to participants; and avoiding deceiving the participant. Every care was taken to respect the research site; extensive planning with the SSoS director allowed for survey administration to occur during PE block time. It was decided that all classes (in S1-S3) that were

scheduled to have PE at that time would be administered the survey. If pupils were not present on the day, they were considered ineligible for the survey. With regard to the equality of treatment of participants, all directions were read aloud for the participants and questions were answered to the best of my ability. Pupils were assured they could withdraw from the study at any point in time. Arrangements were made for pupils to participate in a 'study hour' if they did not take part in the study for any reason. Creswell's (2014) final consideration (avoiding the deceiving of participants) was addressed with the informed consent documents that were provided, read aloud, and any questions on the document or the study itself were addressed as they arose. Participants were provided with my email address as a point of contact if they had any additional questions regarding the study. To reduce timetable disruption, the T1 questionnaire was administered over the period of three consecutive days (10th-13th September 2013). The T2 administration was over the period of two consecutive days (19th and 20th May 2014).

2.22 Reflections on Administration

Macfarlane (2009) explains that reflexivity may be best suited at the beginning of a research process, as researchers may reflect upon their previous research experiences. However, this notion becomes difficult for the novice researcher, as there may not have been other experiences to reflect on. For this study, reflection on my various roles that I have held previously, such as my experience as a secondary science teacher, provided a basis for this process. I found it very difficult to perform the role of 'researcher' in a school setting as my role as a teacher seemed to lead my instincts in this setting. I found myself asking pupils if "their hoodie was part of the school uniform" or if they were "roaming the halls for a reason" during class time.

The SSoS director introduced me to the classes as a PhD student from the University of Edinburgh, but made the point that I was also a teacher and was to be treated with the same respect as any of the teachers in the school. He also offered the caveat of 'test-like conditions' during the survey, where students were to behave in the same way as during an exam (i.e. silence, raised hands for questions, and no disruptions). After this caveat, I explained to the pupils during the instructions that this was indeed

'not a test', there were no wrong answers, and it was not required for them to complete the survey in order to alleviate any pressure pupils may have felt. The notion of respect for others who may need these conditions to concentrate and complete the survey was explained as a replacement to the 'silence' of exam-like conditions.

The director was happy for me to lead the administration and instruct the pupils on my own. He and other teachers were present during administration periods to take attendance, answer questions, and help with management of the session. However, if there were any disruptions, I handled them and my classroom management experience was used to gain control of the classroom. Luckily there were no major disruptions, and pupils were respectful of the research process. Reflections on the research process will be thoroughly discussed in later sections.

2.23 Analysing the questionnaire

2.23.1 Data Organisation using SPSS

Using the SPSS software package, demographic information (e.g., age and gender), and questionnaire data (i.e., question responses) were entered into a spreadsheet using codes that represented answers on the questionnaire. Any identifying student data (e.g. name) was entered as a unique code into the spreadsheet. Each individual statement was given a code and answer responses were filled in for each questionnaire using respective numbers for each answer choice (i.e., A=1, B=2, etc).

After inputting all of the questionnaires into the database, data were checked using frequency analysis and any answer choices that were not possible (e.g. if highest possible was "4" and there were two responses of "7") were crosschecked with the original questionnaire. Using categories for each composite score, unanswered questions were also accounted for. For example, the lowest possible self-esteem score was 10, so lower than 10 would indicate they did not answer all of the questions in that section and therefore these specific sections were eliminated from the analysis.

2.23.2 Approaches to Quantitative Analysis

After the data were organised and checked in SPSS, they were analysed in several different ways. First, an analysis of frequency distributions of study variables were analysed as a basic snapshot of the demographics of the sample populations. Then, inferential statistical analysis examined the strength of the correlations between the reported developmental attributes, demographic information, and activity participation. Regression analysis examined the extent to which participation in sport and/or other activities, as well as other demographic variables, predicted the reported attributes.

2.24 Interim Phase B

This phase was essential in both the exploratory and the explanatory elements of the MMD. As previously mentioned, one of the strengths of an explanatory design is the ability to use quantitative results to *plan* a qualitative follow-up (Creswell, 2014). The quantitative results cannot only help to "inform the sampling procedure" but also to "point towards the types of qualitative questions" to ask the participants (Creswell, 2014, p. 225). In this study, the quantitative results from T1 directly informed the sampling procedure by providing information on differences in groups of the sample population. These groups served as a framework for the interview participant selection. In addition, certain important findings from the T1 questionnaire presented opportunities to explore further these findings in the participant interviews. A much more detailed discussion of these findings can be found in Section 3.36.

PHASE 3: INTERVIEWS WITH PUPILS

2.25 Introduction

The following section provides a detailed account of the methodological considerations and decisions made concerning Phase 3 of the MMD. This account begins with a general discussion of these approaches to qualitative methodology and highlights the central place they hold in this particular sequence of data collection and analysis. In addition, considerations in and the justification of the design of the interview schedule will be thoroughly discussed as well as related considerations of researcher reflexivity and the trustworthiness of the research. An account of the piloting of the interview schedule, as well as details of the purposive sampling strategy, are also included. Ethical approaches to this phase of the research are considered as well as several challenges that were encountered when conducting research with adolescents in a school setting.

2.26 Approaches to qualitative methodology

As previously mentioned, Creswell (2014) describes qualitative methods as being centred on "exploring the *meaning* individuals or groups ascribe to a social or human problem" (p. 4). In addition, these approaches allow for a rich description of the phenomena studied in this research and when used in conjunction with the quantitative methods can provide further explanation for the previous quantitative results. Gubrium and Holstein (2003) emphasise the importance of interviews with young people in order to allow them to provide their own voice to observed phenomena rather than have us "rely solely on adult interpretations of their lives" (p. 33). Therefore it was an essential decision to include the pupil's voice in this research.

Previous research has adopted largely quantitative methods for research with adolescents (Eime et al., 2013). One possible reason for this may be the particular challenges that researchers may encounter with undertaking research with adolescents and specifically in school contexts. In qualitative research in particular, researchers must address the issues of power dynamics and the nuances of research

in school settings. Particular considerations related to these aspects are discussed in Section 2.29.

While most quantitative studies can provide insights into reported developmental characteristics associated with a sports programme, as in this case in Phase 2 of my study, they do not extend far enough to try and answer these 'why' questions regarding sports programmes and youth development; the qualitative approaches adopted in this phase of the research seek to answer such questions.

As previously mentioned, a phenomenological approach was taken to the qualitative portions of this research as this approach seeks to describe the 'lived experiences' of individuals of a certain phenomenon (Creswell, 2014, p 14). This phase set out to describe the lived experiences of youth who did and did not participate in a curricular sports programme through the use of semi-structured interviews.

Although the benefits of interviews in gaining in-depth information on the studied phenomena have been discussed, there are certain different considerations to interviewing adolescents as opposed to adults. In the case of research with adolescents, Greene and Hogan (2005) suggest that open-ended question formats should be used to elicit longer responses rather than clinical, closed-ended questions which can have the potential to make the adolescent participant uncomfortable.

2.27 Development of the interview schedule

2.27.1 Interview schedule considerations

Although Greene and Hogan (2005) advise exercising great caution when interviewing children, they provide some important insights into how the interviewer can create a natural, relaxed environment for interviewing. They suggest using artefacts, such as images, in interviews as they "can have [dramatic] impact on the process of joint-meaning making" (ibid, p. 148). In the case of my research, I used a series of three photographs as initial conversation starters and I asked the participants to describe what they saw in them and how they made them feel. These photographs

depicted parts of the entry way to the school: the trophy case, the SSoS logo and the SSoS banners (see Appendix N). Not only did these photographs provide a familiar scene for the participants but they also provided a basis for the participants to describe their accounts of the school from a familiar starting point.

The decision to use semi-structured interviews as a means of exploring youth perceptions called for asking some pre-set questions but also eliciting 'additional questions in response to participants' comments and reactions' (Savin-Baden & Major 2013). Savin-Baden and Major (2013) suggest that the interviewer should prepare 10-12 semi-structured questions for an hour-long interview and 5-6 for a half hour interview. Because I was working within a tight school day schedule, and was also alert to the risk of participant fatigue, I decided that a half hour interview would be enough time for a meaningful conversation with each participant.

Following the initial questions which centred on the photographs, four main topics were chosen for exploration in the interviews: Identity and Identity Formation; Positive Youth Development; Transferrable Skills/Knowledge; and Motivational Orientations (see Appendix O for full interview schedule).

2.27.2 LITERATURE INFORMING THE INTERVIEW SCHEDULE

Identity and Identity Formation

The way in which someone forms their identity may greatly affect their response to successes and failures in that aspect of their life. For example, Crocker and Knight (2005) discuss extensively the notion of 'contingencies of self-worth' where an individual's evaluation of their own worth as a person is dependent upon how great a value they place on that certain trait or characteristic. In the case of my research, I was interested in the contingency placed on being 'sporty' but also other aspects of school such as being part of a friendship group. These concepts were identified in the findings from Phase 1 of the study as important aims of the SSoS (fostering a sense of belonging to the school) but also from the staff interviews that suggested that

participation in the SSoS has had pro-social benefits for pupil's enrolled (see Section 3.2.2 for further detail).

Concepts of identity and these contingencies of self-worth were incorporated into the interview schedule in the following ways:

1. Pupils were asked about their friendship group and to expand upon some of the reasons they were a part of the group.
2. Pupils were asked how they felt being a part of that group.
3. Pupils were asked either how they felt not being part of a group or to imagine if they were not part of that group, how they might feel.
4. Pupils were then asked specific questions regarding their enrolment in the school of sport and how that affects their identity within the school.

Positive Youth Development

The term PYD is extensively reviewed in Section 1.5. In the case of Phase 2 of this research, concepts associated with PYD were measured and differences were found between enrolment groups (see Chapter 3 for more detailed information). Therefore, these differences were explored more thoroughly in the pupil interviews. Concepts associated with PYD were incorporated into the interview schedule in the following ways:

1. Pupils were asked specifically what characteristics might be associated with developing in a positive way.
2. Pupils were asked to identify, in their opinion, what the most important characteristic was to develop.
3. Pupils were asked if any of their classes emphasised these characteristics.
4. Pupils were also asked to expand on their answers.

Transferrable Skills/Knowledge

The SSoS literature cites participation in sport as having the ability to "improve interpersonal skills" such as making new friends, interacting with others and working in a team. The official literature also makes the claim that sport participation can "improve physical, social, emotional and mental well-being" (SSoS Handbook, 2012). Holt and Sehn (2008) have found many similar results in their studies of sport participation and well-being. In 2014, the SSoS also added a sports leadership element for pupils to participate in, as the programme is no longer offered in S4. This programme specifically focuses on honing leadership skills not only in the sporting environment but also throughout the school. According to the SSoS literature it specifically aims to "positively impact on attitudes to learning across the curriculum" (SSoS Handbook, 2014). It is challenging to make a direct link between participation in the SSoS and attitudes towards other learning. However, the interview schedule aimed to investigate whether students enrolled in the programme make direct connections between the skills they learn in the SSoS, other than skills related to sport, and other contexts in which they may use them. For example, if a pupil feels they have learned 'teamwork' or 'leadership' by participating in the SSoS, do they feel these skills transfer to other contexts? Discussions on transferrable skills were incorporated into the interview schedule in the following ways:

1. Pupils were asked about the skills they think they learned as being a part of the SSoS (if applicable), and what skills they thought may help them in the classroom.
2. Pupils were then asked if those same skills might be helpful when applying for jobs or in the workplace.
3. Pupils were also asked to describe if any particular people emphasised these skills to them and how they have learned these skills.

Motivational Orientations

Motivation is particularly interesting to this study as it provides a basis for why students behave in certain ways within and outwith the classroom. An extensive

discussion on motivation and related concepts can be found in Section 1.5.3. Aspects of motivation are explored in the interview schedule in the following ways:

1. Pupils were asked to describe what motivation means to them and if they could expand on an example where they were motivated to complete a task.
2. Pupils were asked about what and/or who motivates them to do well in school.
3. Pupils were then asked about what and/or who motivates them to participate in activities either after school or in the programme itself.

2.27.3 PILOTING THE SCHEDULE

Because it took longer than anticipated to gain ethical approval for the interviews from the School of Education's Ethics Committee, as well as for changes made by the committee to the informed consent procedures, piloting in the secondary school was not possible within the initially agreed time frame (the window fell within the school's Easter holidays). Therefore, a small pilot was conducted with two family members of a similar age and stage – one male and one female (ages 12 and 13 respectively). The main aims of the pilot were to:

1) Gain feedback on the difficulty of the questions and check for participant understanding.
2) Gauge the time required for conducting the interviews.
3) Indicate any modifications or clarifications that may be necessary on specific questions.

As previously mentioned, the pilot sample consisted of one boy and one girl. Informed consent was obtained from the parents and the participants to take part in the interviews as well as to be audio recorded. Notes were made during the interviews regarding language and questions that required further clarification. At the end of the interview, the participants were asked for any suggestions or comments regarding the entire interview. One participant suggested that the interview questions seemed repetitive at one point in the interview. Therefore, questions were consolidated in that portion to achieve greater clarification and ease of

understanding. Following transcription of the interviews, two main changes were subsequently made: the number of direct, descriptive questions which elicited yes/no responses were reduced, and the number of 'evaluative questions', described by Savin-Baden and Major (2013) as questions which invite participants to explore their feelings about a topic, were increased. In addition, Greene and Hogan (2005) also caution against the use of yes/no and closed questions when interviewing young people. In the final interview schedule, descriptive questions were used cautiously and were mainly used when other more evaluative questions were proving difficult to answer.

2.28 Purposive sampling procedure

As previously mentioned, participants in the survey questionnaire were asked to tick whether or not they would be willing to be interviewed. Out of 380 pupils who completed the questionnaire, 132 were willing to be interviewed. However, because this was a very large initial sample, it was decided that only S2 pupils would be eligible for interview. There were several reasons for this decision. First, the S1 pupils had only participated in the SSoS for less than one academic year and it could be argued that this may not be sufficient time for pupils to understand the possible impact of participation. Second, at the time of this study, the S3 programme only included 2 of the 5 sports (football and rugby), thus leaving a small number of participants enrolled in the programme for a possible sample. During the time of the study, each of the pupils in the S2 sample, who was willing to be interviewed, was identified as having one of the following participation profiles:

1. The pupil had participated in the programme for 2 years (S1 and S2) (football and rugby only);
2. The pupil had participated in the programme for 1 year in the current academic year, S2 (football, rugby, swimming, and basketball);
3. The pupil had participated in the programme the previous year, S1, but not in the current school year (football or rugby);
4. The pupil had not participated in the programme;

5. The pupil had taken part in the trials for the programme either in S1, S2, or both, and was unsuccessful.

The sampling procedure was able to identify participants for interview from each of these categories. In addition pupils were 'matched' on their demographic characteristics. One limitation of this sampling strategy is that it reduced the number of female participants from the programme (by 6), because Dance is only available to S1 students and is more popular with girls in the school. In addition, this sample is very purposively selected. Cohen et al. (2000) describe purposive sampling as handpicking the sample on the "basis of their judgement of typicality" (p. 103). Some researchers may find this problematic because of implications for generalisability. However, in this research, the aim of this strategy was not to represent the entire population but to gain insights from members of that population.

Following the decision to use S2 pupils as the sample population, the sampling procedure had three distinct stages. The first stage was to identify the initial eligibility of the participants through the 'check box' on the T1 survey questionnaire. Sixty-five S2 pupils (M: 29, F: 36) had indicated they would be willing to be interviewed. Of the 29 males, 14 were enrolled in the SSoS and 15 were not enrolled. Of the 36 females, 4 were enrolled, and 32 were not enrolled. After screening the participants' questionnaire data, 5 males and 9 females had not provided their age and 1 female had no postcode data (for identifying SIMD data). These 15 pupils were eliminated from the eligible sample. Figure 2.3 depicts this sampling procedure.

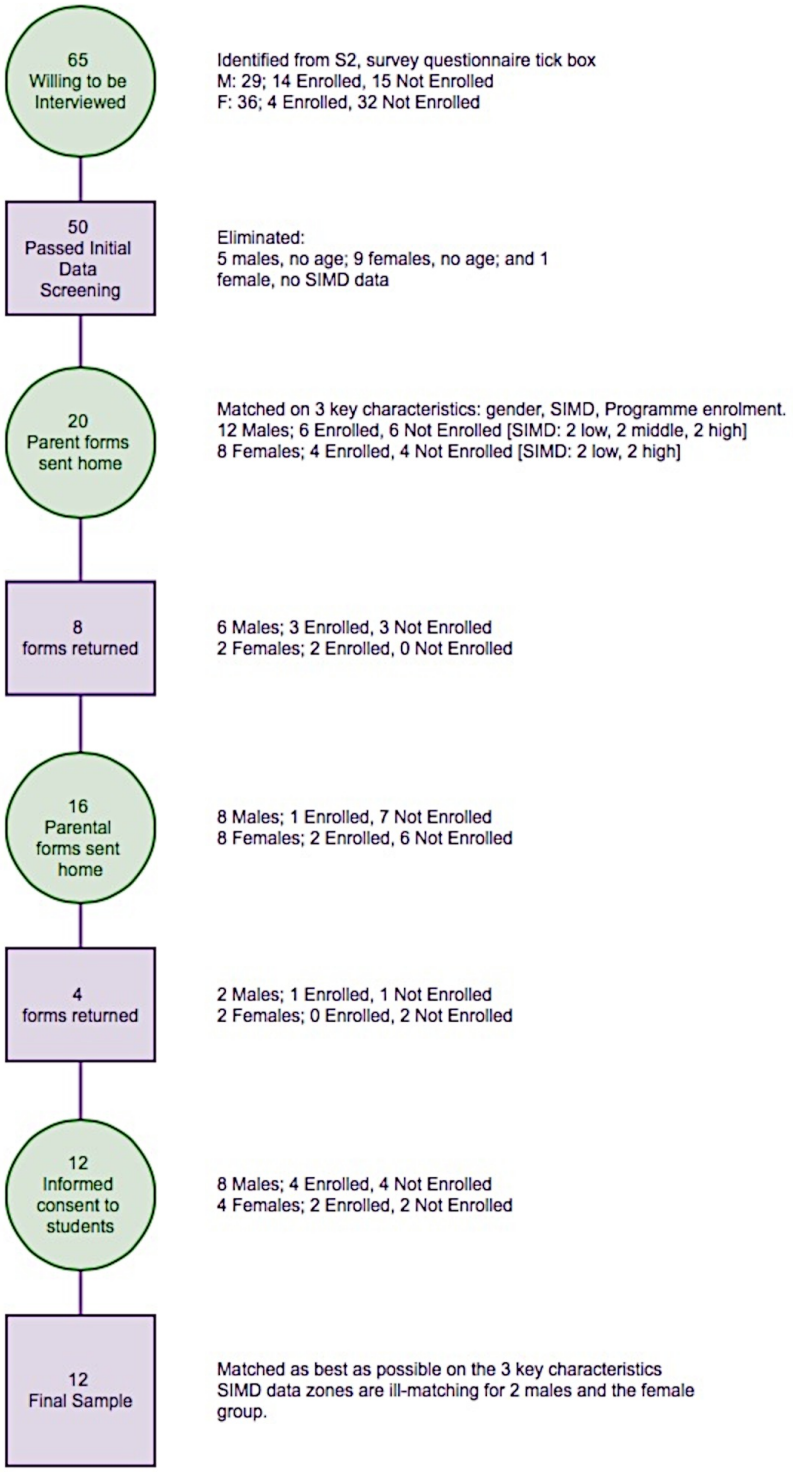

Figure 2.3. *Participant sampling procedure, Phase 3*

The second stage of interview sampling involved matching the participants on several key characteristics that arose from the analysis of the T1. As previously indicated, the analysis aimed to identify any significant differences between the

following groups: males and females (gender), SIMD data zones, and programme enrolment status. Of the 50 possible participants remaining in the sample, only 18 were enrolled in the programme, therefore an additional 'matched' 18 who were not enrolled were chosen based on their SIMD data zone and gender. Of these 36, 20 were easily matched on these three characteristics. At this stage, 12 males (6 enrolled and 6 not enrolled) and 8 females (4 enrolled and 4 not enrolled) were identified as the purposive sample.

At the final stage of sampling, parental opt-in forms were sent home with the pupils (Appendix K). Unfortunately of the 20 forms sent home, only 8 were returned in the allotted time period (6 males (3 enrolled, 3 not enrolled) and 2 females (both enrolled)); therefore further purposive sampling was necessary. A second form was sent home with the 12 pupils who did not initially return the form. In addition to this, 4 forms were sent out to parents who had not previously been contacted. After this second attempt, 4 forms were returned (2 males (1 enrolled, 1 not enrolled) and 2 females (both not enrolled)). Overall 12 pupils (8 males (4 enrolled, 4 not enrolled) and 4 females (2 enrolled and 2 not enrolled)) returned the parent opt-in forms. Interviews were then scheduled with pupils and informed consent obtained. It was stressed that although their parents had given consent, it was still their decision whether or not to participate. All 12 pupils agreed to participate and have the interview audio recorded. Table 2.5 describes the individual participants and to ensure anonymity, pseudonyms are given.

Table 2.5. Interview participant profiles.

Name	Year Group	Gender	SIMD	Programme Enrolment?	Years of Enrolment
Brian	S2	M	6.28	Y	2
David	S2	M	6.28	N	n/a
Duncan	S2	M	2.73	Y	2
Daniel	S2	M	2.73	N	1 (in s1)
Patrick	S2	M	2.73	Y	1
Thomas	S2	M	2.73	N	n/a
Michael	S2	M	2.82	Y	2
Liam	S2	M	7.44	N	n/a
Lauren	S2	F	9.13	Y	1
Maggie	S2	F	.106	N	n/a
Elizabeth	S2	F	7.76	Y	1
Yvonne	S2	F	.099	N	n/a

As previously mentioned, the pupils identified had five possible participation profiles. All five of the participation profiles were included in the sample. More specifically, Brian, Duncan, and Michael had all participated in the SSoS for the previous 2 academic years, while Patrick, Lauren, and Elizabeth had only participated in the current academic year. Daniel participated in the SSoS in S1, but not in S2. Liam participated in the trials for the SSoS, but was not selected. David, Thomas, Maggie, and Yvonne were not enrolled in the SSoS, nor had they previously participated in the programme or trials. In addition to participation profiles, every SIMD data zone was represented in the sample, except 1 (data zone 3). Therefore, there was a wide range of experiences included in the sample, in relation to programme participation and home background.

2.29 Approaches to the interviews

2.29.1 Ethical considerations

The formal ethical considerations and informed consent documents for the pupil interviews are described in the preceding sections of this chapter. In addition to these formal considerations, given the environment and sometimes-sensitive nature of one-to-one interviews, the personal feelings of the pupils were the main consideration in conducting the interviews. It was made clear that to the pupils that they were able to withdraw at any time, however many of the pupils wanted to continue the discussion after the allotted time. It was stressed to the pupils that I wanted to try and understand their experiences and there were no 'right' or 'wrong' answers to any of the questions. Power dynamics were carefully considered when interviewing and specific modifications to the interview environment, such as allowing the pupils to sit in the 'teachers' chair, were made to create a more relaxed atmosphere for the pupils (these modifications are discussed further in Section 2.29.3).

2.29.2 Sampling considerations

Charmaz (2006) indicates that 'saturation' is reached once there are no new insights to be gained from further data collection. It was my intention to conduct the pupil interviews one by one, transcribing and analysing each one before conducting the next pupil interview. This would allow for insights to be gained from each interview and for a decision to be made regarding saturation. However, access and obtaining parental consent proved to be challenging to the purposive sampling procedure. Access was limited to when the SSoS director could schedule the interviews, and the pupils were given specific time slots to be released from class for the interviews. Therefore, multiple interviews needed to be conducted during one school day. This made it extremely difficult to analyse each interview immediately after it had been conducted and I therefore made detailed notes of each interview and reflected on the process with analytic memos (see Appendix P for an example memo excerpt).

2.29.3 CONDUCTING THE INTERVIEWS

Cohen et al. (2000) discuss being able to anticipate potential problems in conducting the interviews as essential to the comfort level of the interview. For example, they mention "avoiding disruptions", "minimizing distractions", "and minimizing the risk of "stage fright" as three important considerations for conducting a successful interview (ibid, p. 280). Although I personally found conducting the interviews a comfortable method of gathering data, because as a secondary science teacher I had had meetings with students face-to-face on a regular basis, it was still challenging to find the balance between my role as a researcher and as a teacher. However, I feel that I used this previous role to my advantage by being able to anticipate some of the distractions that students might experience during the interviews and to minimise them before the interview even began. For example, on one of the days of interviewing, a PE class was just outside of the room where I was conducting the interviews, trying out the new climbing wall. There was a great deal of excited commotion and each student that reached the top had the chance to push a button that initiated a loud siren sound. This proved challenging for both the interview participants and me to ignore. However, by ensuring that the outside window blinds were closed and that the pupil was facing the hallway in these scenarios, the distractions reduced considerably as the interviewee was no longer watching, or perhaps longing to take part in the climbing wall experience.

The role of the interviewer is very different from that of the teacher. In classroom teaching, depending on the age of the children, the teacher wants to establish himself/herself as an authority figure in order to ensure that directions and various classroom rules are followed. With interviewing, the researcher wants the participant to feel more like they are having a conversation, rather than feeling as if the interviewer has an authority over them. Cohen et al. (2000) stress the importance of considering the possible power dynamics of an interview situation. Holstein and Gubrium (2003) address this 'power dynamic' by suggesting that a natural context should be created when interviewing young people. They give many examples of ways to create this natural context; however, the one of most importance to this study

was the consideration that the researcher must "take care to avoid creating situations that remind youth of classroom lessons" (Holstein & Gubrium, 2003, p. 8).

Savin-Baden and Major (2013) discuss the importance of using encouraging remarks to pupils such as 'yes' and 'right' in order to convey a sense of comfort and to ease any worry of a test-like questioning procedure. Throughout the interviews I made a conscious effort to include these encouraging remarks and to be aware of actions that Cohen et al. (2000) describe, such as a slight shift the chair, as these can convey feelings of discomfort. In an ethical sense, this practice was also important for ensuring the pupils did not feel pressured to answer any of the questions in a certain way. Another consideration was the careful presentation of questions in a way that was not simply asking for a right or wrong answer, but for the opinion of the interviewee. For example, rather than, "What *does* self-esteem mean?" the question was presented as "What does self-esteem mean *to you*?" or "What *do you think* self-esteem is?" During this interview process, I found that subtle changes in wording helped to encourage thoughtful answers and visibly decrease pressure on the pupils involved.

2.30 Approaches to analysing the interviews

2.30.1 INTRODUCTION

The initial staff interviews were conducted for the purpose of developing rapport with staff members but also to investigate participants' thoughts and feelings about the programme. The aim of these interviews was exploratory in nature and they were not considered the main method of data collection. The interviews with pupils were emphasised as the most important phase of data collection. This decision was made because there is a distinct absence of pupil 'voice' in similar studies on this topic (Levermore, 2011). Therefore, a much more in-depth and complex analysis was conducted on the pupil interview data as opposed to the staff interview data.

Glaser and Strauss (1967) described grounded theory (GT) as a process of gathering data and generating theory from this data using an inductive process. Savin-Baden

and Major (2013) describe the GT process as having the "overt purpose of generating theory from empirical data by use of inductive analysis [through the] constant comparison of data" (p. 183). There is a distinction here that theory is generated *from* the data; essentially the theory is 'grounded' in the data collected in the study. However, Charmaz (2006) introduced a constructivist approach to GT, recognising that individuals construct their own realities, making it, as Savin-Baden and Major (2013) suggest, difficult never to "truly feel free of preconceptions" (p. 192). In addition, Charmaz (2014) comments that rather than "erase….[our] preconceptions" we must "examine" how they may shape our analysis (p. 13). Therefore, the data handling and analysis of the third phase of the research took both an inductive approach, with elements of GT such as memo creation and constant comparison, as well as taking a deductive approach. This deductive approach involved taking into account previously conceived notions about the phenomena studied, both from previous literature and the previous data collection and analysis in this research study as well as my own previous knowledge, experience, and beliefs.

2.30.2 DATA HANDLING USING NVIVO

Transcription

Section 2.11 details the transcription process used throughout this study. Specific to this phase, however, detailed notes and analytic memos were made immediately following the interview. Throughout this analysis, the NVIVO qualitative analysis software programme was used to manage and organise these transcripts, memos, and later the coding process. The content of these initial memos was mostly key facial expressions, or notes on the pupil's body language during certain parts of the interview. The subsequent analytic memos commented, in much more depth, on aspects of the entire research study. These comments became important in the coding process as will be discussed in the following section.

It is also important to note that the process of transcription was used as a way to begin to familiarise myself with the data. Savin-Baden and Major (2013) agree that it is important for researchers, especially early in their careers, to transcribe their own

interviews, not only as a way of familiarising themselves with the data but also as a way to gain expertise in interviewing and analysis.

After the initial transcription, the text was re-checked with the audio recording to ensure complete accuracy and authenticity. Any indiscernible phrases or speech were checked with a native Scottish speaker, in order to ensure the accuracy of transcription as well as the cultural meaning of certain phrases (for example: the use of the word 'gutted' as meaning extremely disappointed). It was also during this round of checking that the additional analytic memos were made regarding aspects of the entire research study.

Analytic Memos

Charmaz (2014) describes memo writing as a pivotal step in the research process and more practically as a conversation with yourself. After the initial transcription process, memos were created during the second read of the interviews. These memos commented on every aspect of the research study. Any time a thought about the particular piece of data came to mind, a memo was created. These conversations with myself about the data were essential for familiarising and immersing myself in the data. Charmaz (2014) describes this immersion in the data as absolutely essential to GT studies. Comments included in the memos were linked to my thoughts on every aspect of the research study, from quantitative results, to the earlier documentary analysis, to the initial literature review. These memos were created and stored in NVIVO. An excerpt from one of the memos is included in Appendix P. These memos were an essential starting point for the coding process.

Coding and Coding Cycles

Coding is a process of looking for patterns in the data (Saldaña, 2013). Savin-Baden and Major (2013) extend on this notion by discussing the GT coding process as specific phases: open coding, axial coding, selective coding and theoretical coding. Saldaña (2013) describes the process of these coding phases as the starting point to theory building, moving from codes, to categories, to themes/concepts and finally to assertions or theory. Charmaz (2014) discusses the practical side of coding as providing segments of data with short names that can summarise each piece of data. In turn, these short names are meant to separate the data from each other and begin to help sort the data into theory creation. Figure 2.4 is replicated from Saldaña (2013) and depicts his "streamlined codes-to-theory model for qualitative inquiry" (p. 13).

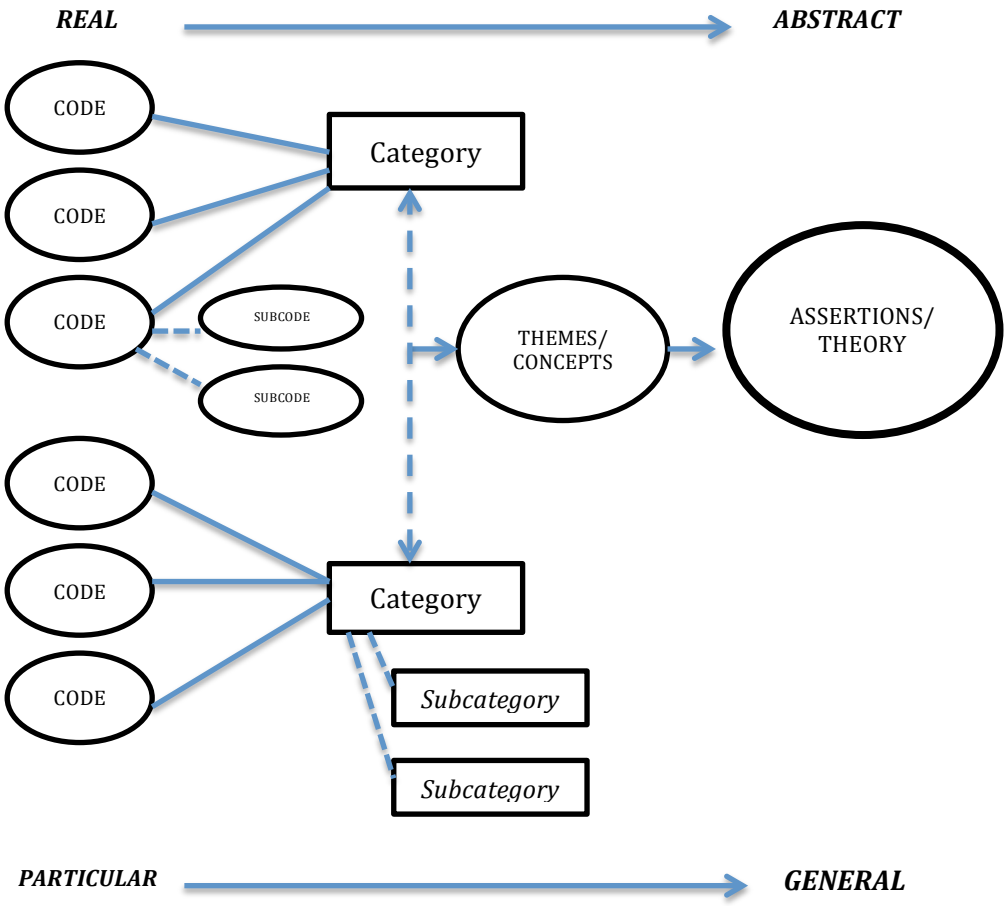

Figure 2.4. The streamlined codes-to-theory model for qualitative inquiry (Saldaña, 2013).

Saldaña (2013) does caution that several research texts recommend that the researcher should initially "code for themes"; however, he stresses that a theme is an *outcome* of coding (p. 14). The Constructivist GT process suggests a similar notion as Charmaz (2014) describes coding as the "pivotal link between collecting data and developing an emergent theory" (p. 113). In the case of this research, specific procedures were followed to develop the final theory. There were two cycles of coding used with an additional interim coding phase linking the two. The purpose of the first cycle was to code on a basic level such as highlighting key words and phrases while the second cycle was more focused and included sorting, collating, and combining codes with the end goal of describing an emerging theory.

First Cycle Coding

The first cycle of coding included attribute coding, descriptive coding and in vivo coding. The first, attribute coding, consisted of including notations at the beginning of every transcription that note information about the participant, context, location, and details of the interview. For example, Brian's interview attributes were as follows:

> PARTICIPANT (PSEUDONYM): BRIAN
> AGE: 13
> GRADE LEVEL: S2
> GENDER: MALE
> SIMD: 6.276
> DATE: 22.5.2014
> TIME: 2 PM
> PROGRAMME: 2 YEARS PARTICIPATION [SoF]

The next stage in the first cycle of coding was descriptive coding. This coding put certain sections of the text into topics. Saldaña (2013) describes this method as "topic coding" and explains that it is important that these codes identify topics rather than content. This was a useful first step in coding and it helped to 'chunk' the data into more manageable pieces. The next stage, in vivo coding was used as the main coding

procedure for the first cycle. Saldaña (2013) specifically emphasizes that this coding technique uses the participants' words to code lines into the content of the conversation. Charmaz (2014) expands on this description by adding that these codes could be "terms everyone 'knows' that flag condensed but significant meanings" like 'breaking the ice' (p. 134). More importantly, these codes are "statements that crystallize participants' actions or concerns" and capture the participants' experience (Charmaz, 2014, p. 134). In the case of this research, the in vivo coding process was an enlightening one in that many terms, specific to the Scottish context and vernacular such as "Gies a go", served as interesting starting points for the next cycle of coding, 'focused coding'.

Interim Cycle Coding

The transition between first and second cycle coding can, according to Saldaña (2013), be awkward. However, this phase of coding is essential in the thematic analysis process as it is a critical reflection period of insights gained from the first cycle of coding. In this study, the strategy of 'code mapping' was used to begin to collate and reorganise the data. This process began according to Saldaña's (2013) recommendations of first making an exhaustive list of every code iterated in the first cycle of coding. Then in the 'second iteration' the codes were clustered into categories. Further to this, the codes were redefined into fewer and more inclusive categories. The use of NVIVO at this stage was particularly useful as it has the ability to quickly produce snapshots of the coding structure throughout all transcriptions.

Second Cycle Coding

The second cycle of coding served not only to hone the themes of the interview data but to "develop a coherent metasynthesis of the data" (Saldaña, 2013, p. 207). The second cycle consisted of focused, axial and theoretical coding.

Focused coding is a process that "enables you to compare newly constructed codes…across other participants' data to assess comparability and transferability"

(Saldaña, 2013, p. 217). In the case of this research, the codes from each transcript were compared using the working categories created in the interim coding phase. These comparisons brought about changes in the language of certain codes as well as further combination of certain repetitive codes. The categories were then refined to encompass any new codes or coding changes.

The second stage of this cycle, axial coding, is described by Corbin and Strauss (2008) as a strategy for bringing different codes together again in an attempt to create a coherent theme. In turn, this is part of the combination process, rather than the physical coding process. This procedure was essential in the theory-building process as well as crucial for providing answers to my research questions. Corbin and Strauss (2008) explain that at this stage, the researcher can ask questions of the data such as "when, where, why, who, how, and with what consequences?" (p. 92). There is, therefore, a direct link to the aim of my research questions to discover, "whom, in what context, and why?". Strauss and Corbin (1998) describe a very systematic organisational scheme for combining codes. However, this systematic scheme may, as Charmaz (2014) suggests, "limit your vision". Therefore a slightly more flexible, emergent approach was taken in this stage to combine codes.

The final stage of coding, theoretical coding, functions "like an umbrella that covers and accounts for all other codes and categories formulated thus far" in the coding process (Saldaña, 2013, p. 223). Charmaz (2014) argues that "theoretical codes are meant to be integrative; they lend form to the focused codes you have collected" (p. 150). She extends this notion to describe this stage as helping the researcher to "tell an analytic story that has coherence" (ibid). Although Glaser (1978) suggests that theoretical coding negates the need for axial coding, in the case of this research, they were two separate stages, with theoretical coding further refining themed categories produced in the axial coding process.

2.30.3 THEME FORMATION

There were an overwhelming number of insights that emerged from the coding process; however, it was essential to focus and prioritize the analysis to best answer the research questions. More crucially, the main aim of using an explanatory design was to use the qualitative follow-up to provide a rich description of some of the quantitative results. However, the qualitative data went further than this. New themes emerged that were not previously considered in the initial data collection process. Preconceived notions regarding sport participation were challenged and these insights provided a different way of thinking about curricular sports programmes and their outcomes. The emergent themes are presented in Section 3.4 and are discussed in relation to the quantitative findings and previous literature in Chapter 4 Discussion.

2.31 Reflexivity

As previously discussed, a reflexive approach was adopted throughout the entire research process. However, particularly when using constructivist GT and the coding processes described above, "researchers are enjoined to avoid forcing their data into preconceived codes and categories" (Charmaz, 2014, p. 155). This is a difficult process and it is natural, in a constructive sense, to identify, be aware of, and grapple with previous knowledge from both the review of the literature and earlier data collection. Charmaz (2014) suggests that "becoming aware of your preconceptions as you engage in the iterative process of coding, memo-writing, and collecting data enriches your analysis" (p. 156). She also reassures the researcher that "should you have the good fortune to discover your preconceptions…welcome your new awareness" (p. 157). Indeed, throughout the entire coding process I discovered several preconceived notions that I held in relation to the topic area. However, the actual process of interviewing and the subsequent analysis of these interviews sensitised me to new ways of thinking, specifically about sports programmes and youth development. This newfound awareness led me to ask new questions about the data that I had not previously considered.

PHASE 4: EXTENSION PHASE

In addition to the main three phases of data collection, an additional *extension* phase was added after the initial data gathering. This began with noticing that both the programme's website and Twitter account could provide essential insights into the public 'discourses' of the SSoS and perhaps help to explain some of the pupils' perceptions of the programme. Therefore, I undertook analysis of both the recent changes to the programme's website and the social media outputs (tweets) from the programme's Twitter account (See Appendix Q for Twitter terminology explanations). In addition to this analysis, changes in the school building itself, specifically corridor murals, were investigated after stark changes were noticed in pictures 'tweeted' from the SSoS account. This analysis provided additional insights to the Phase 3 findings.

2.32 Programme Website

Recent changes to the programme's website were identified after the initial data collection began. Updates in both the programme description and the expectations associated with programme enrolment were noted and analysed in the context of the previously published documents. The data collection included screen shots of each of the 'Schools Of' programme descriptions provided on the school's website. Previously, the website only included an overall description of the SSoS rather than individual 'School Of' descriptions. Using content analysis, inclusions and changes made to these descriptions over time were noted, mapped, and analysed.

2.33 Twitter Analysis

According to their website, as of 2016, Twitter had 313 million active users (https://about.twitter.com/company). This vast reach, especially towards young people, provides a largely untapped database for research and in particular evaluative research. There are a few previous studies that utilised aspects of Twitter in their

data-gathering methods. For example, Ghaznavi and Taylor (2014) utilised very sophisticated data-collection methods to investigate the growing hashtag trend: #thinspiration. Their research involved two forms of social media, Twitter and Pinterest. They used a systematic random sampling method, including 300 images, 'tagged' to this hashtag, on these social media websites (150 from Pinterest and 150 from Twitter). They 'coded' the photographs according to what the image portrayed as well as the content and other factors (see p. 57, Table 1 of Ghaznavi & Taylor, 2014). They particularly noted that Twitter is used by a younger demographic and that the accessibility of these images could have a developmental influence on adolescents.

A similar approach, although far less sophisticated, was taken in the analysis of the SSoS' Twitter feed. Retrospectively, weeks were chosen that coincided with key events in the data-gathering process. This sampling method served as a reference point for the public outputs that were updated during this time (tweets) and how they compared with pupil's perceptions of the SSoS, during the time of data collection. In addition, the content of photographs tweeted were noted and analysed.

Tweets from three different weeks were chosen for this study:

> (1) September 9th-15th 2013, the week that the survey questionnaires (T1) were administered;
> (2) May 13th-19th 2014, the week between the pupil interviews and the second administration of the survey questionnaires (T2);
> (3) February 15th-21st 2016, the week that a special 'launch' of the new SSoS corridor murals (replacing the earlier 2013 murals) was posted.

The selection of specific weeks allowed for a very substantial reduction in data as the Twitter account had over 2,000 tweets at the time of this investigation. There were three areas of particular interest in this study. First, the tweet 'reactions' such as 'likes' or 'retweets' were reviewed. Arguably tweets with more 'reactions' would be seen to have a greater 'impact' than those that do not have any reactions. Second, the

additional ‘tags’ of other accounts, used to produce interactions between different Twitter accounts, were examined. Tweets that included ‘hashtags’ and the tagging of other Twitter ‘handles’ would produce even more interactions, allowing for an even greater impact. Third, the inclusion of pictures and other medias within the tweets was noted and analysed within the context of the tweet (i.e. inclusion of photographs of teams that were competing in various competitions). In some cases, all three aspects were noted in a particular tweet. Tweets using these features would be seen by multiple other Twitter users depending on the hashtags and tags included and the subsequent number of ‘likes’ and ‘retweets’. This arguably creates a social media and public profile of the programme. As they used tweets to announce information both to and about pupils, names and identifying information were omitted from the tweets included in the findings chapter.

2.34 Corridor murals and the school building

In Phase 1, the staff members mentioned key features of the school’s actual building that they felt might have had an effect on the behaviour and engagement of pupils enrolled at the school. In addition, SSoS documents emphasised the school environment and even corridor murals as important to the ethos of the programme. When Phase 1 led to a more extended conversation about the new school building, further information was required about the changes in the building and how they may or may not affect pupils’ perceptions of the programme.

Initially, in 2013, photographs were taken, with the permission of the school, of key aspects of the school that were included as part of the programme (i.e. the corridor leading to the swimming pool). It was in February of 2016 that I noticed a tweet from the programme’s Twitter account providing pictures of updated school murals. I noticed a stark difference in the content and messages portrayed in these murals when compared with the earlier 2013 murals.

The changes were noted in a comparison chart, emphasising key differences between the same corridors (see Section 3.8.2). The table includes a picture of the 2013 mural

alongside a picture of the 2016 mural. Any identifying factors such as the name of the school or pupil names were changed to protect anonymity. Changes in these murals were described and analysed in terms of how they might be perceived by pupils, parents, and any other visitors to the school. In addition, because these changes were announced and posted on Twitter the reach of these changes could be significant.

APPROACHES TO INTEGRATING THE DATA

Fielding and Fielding (2008) provide details of the process to integrating quantitative and qualitative data. They suggest four different ways of integrating the two paradigms: (1) data transformation; (2) typological development; (3) extreme case analysis; and (4) data consolidation (adapted from Caracelli and Green (1993)). In the first case, data transformation, one type of data is transformed into the other, so that they can be analysed together. For example, qualitative data may be transferred into codes, and code frequencies can be analysed with the frequency of questionnaire answers. In the second scenario, typological development, the use of conceptual categories can emerge from the analysis of one data type. For example, qualitative data can reveal categories of responses and within those categories, quantitative data is analysed. With the third instance, extreme case analysis, the researcher analyses an exceptional example in one data type and elaborates on this example with data from the second type. More specifically, a qualitative interview may identify an exceptional example of the social phenomena and quantitative data on that participant are used to elaborate on that example. In the final integration process, data consolidation, multiple forms of data are 'assimilated' to produce a new data set. While Fielding and Fielding (2008) believe that these four suggested ways of integrating quantitative and qualitative data are essential starting points, they do not argue that they are an exhaustive list. For example, they suggest that quantitative findings can suggest relationships between variables and pick up on any group differences (p. 558). Therefore, this suggests that the quantitative data would need to be analysed on its own from the beginning. The analysis of the data collected for this thesis was based on these principles.

More specifically, each phase was analysed on its own; however, the planning of each phase was influenced by findings from the previous phase. Therefore a sequential analysis was necessary in conjunction with a full analysis of each section on its own. After these two analyses, the findings were considered holistically, as parts of the same whole, working together to create a more complete picture of the research and provide more in-depth answers to the research questions.

CONCLUDING REMARKS

Together, this extensive and complex methodology provided a solid framework for the data gathering and analysis processes adopted in this study. The time period of data collection, September 2013 to February 2016, indicates a long-term investment to understanding not only the context in which this research is situated, but also the possible evolutions of the SSoS over time. This chapter was organised sequentially, indicating the order in which the steps for data collection were taken. However, data collection was an on-going process, both in field notes and careful considerations of updates to programme documents, social media outputs, and physical school changes. These approaches provided an immersive experience into the research context and allowed for an in-depth understanding of outside influences, programme processes, and pupil experiences.

CHAPTER 3 DATA PRESENTATION, RESULTS, AND FINDINGS

3.1 Introduction

The data collection phase used a sequential MMD, using both exploratory and explanatory techniques. Each of the phases was analysed sequentially as well as together in order to answer the research questions. The findings will, however, be presented as separate phases, with descriptions of how each analysed phase led directly to the data collection in the next phase. Although they are presented separately it is important to note that the phases were interconnected at various stages with parts of Phase 1 informing Phase 3 and so on (for further detail see Chapter 2: Methodological Considerations). Conventions of each type of data collection will be adhered to in this chapter. For example, qualitative data and *findings* will be presented in this chapter while quantitative *results* will be presented with further elaboration on these quantitative *findings* appearing in Chapter 4: Discussion. The findings in Phases 1, 3, and the extension phase will be examined in light of previous literature in this area as well as findings from previous phases in this chapter. Both the results from Phase 2 and the findings from the other three phases will be presented with regards to the two overarching research questions:

> *Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD characteristics? If so, whom in what context, and why?*

3.2 Phase 1 Data Presentation and Findings

This phase of the data collection served as an initial exploratory phase aimed at gaining knowledge about and insights into the research context. In addition, the newly-gained knowledge and insights were used to help me understand the overall SSoS programme discourses[20] and essentially to develop the survey questionnaire.

[20] The word *discourses* describes the different ways in which the programme is presented by documents and discussed by staff members and pupils.

Therefore, Phase 1 was not specifically designed to answer the research questions (RQs), but it was used to explore the research context and provide essential information for Phases 2 and 3, which were directly designed to answer the RQs. In order to provide this context, preliminary findings were compiled to identify topics of interest for the Phase 2 survey questionnaires as well as suggesting topics to explore in the Phase 3, pupil interviews. Data collection methods and considerations for Phase 1 of the MMD are extensively described in Chapter 2, Section 2.8. The findings from this phase will be briefly discussed in light of the *ASPM* (Fraser-Thomas, Côté, & Deakin (2005)). These discussions will be expanded upon in Chapter 4.

3.2.1 PART 1: FINDINGS FROM THE ANALYSIS OF PROGRAMME DOCUMENTS, MEDIA, AND SCHOOL ENVIRONMENT

The Scottish School of Sport Handbook

At the time of this study, the SSoS Handbook (Appendix B) was an integral element of the programme literature. Because of its importance, this section of the chapter will describe this handbook in great detail. It was available on the website until 2015 and was referred to on many occasions in staff meetings as well as during information sessions for parents and pupils. The document was produced using bright colours and included inspirational imagery and quotations to add to its visual appeal. The front cover of the handbook includes a large, colourful picture of a school pupil 'winding up' to kick a rugby ball through the uprights on a playing field. There are three words surrounding the rugby posts, in large, bold writing: "Endeavour, Leadership, and Excellence". These words, at the time, also appeared in the SSoS corridors and the windows of the sports hub. In addition to these three words a quote appears in the bottom left-hand corner.

> "Physical Education, Physical Activity and Sport [are] the learning environment and the medium through which all round skills and abilities are developed" (SSoS Handbook, front cover).

The next page of the handbook begins with the header 'Background' and a smaller subheading: 'Active body, active mind', the latter serving as a mantra for the programme at the time, and appearing on many different murals, and in programme literature. On this page, the SSoS is described as an environment where the "physical, social, and emotional wellbeing of every pupil can flourish". In addition, this page describes a primary aim of the programme as "promot[ing] lifelong participation in the field of sport and leisure". This page goes onto describe partnerships with local clubs and NGBs as a starting point for the delivery of this programme and indicates that "the school is forging ahead with exciting and life changing opportunities for our young people". In addition, this page describes the SSoS as a "flagship initiative in which sport and physical activity will impact positively on the lives of many young people". These statements, as will become apparent, summarise succinctly the general programme discourse that is adopted by programme documents and staff members. In addition to this description of the programme and its over-arching aims, there are pictures of pupils participating in sporting activities accompanied with the following quotes: "Achievement in PE, physical activity and sport should be celebrated" and "Experience positive aspects of healthy living and activity for themselves" (p. 2). The source of these quotations is unclear.

The third page begins with the title 'Priorities and Aims' and a subheading, 'live sport breathe sport', another mantra of the programme that appears on wall murals and other programme documents. This page outlines the priorities and aims of the programme under an overarching 'vision'. This vision is that the programme will aim to "increase participation…hone existing leadership skills and improve attitudes to learning across the curriculum". Under this vision, the page outlines a list of priorities and aims of the programme. The following list is a selection of the priorities and aims that are offered in the handbook (the words in bold indicate the emphasis that is provided in the handbook):

- Increase **participation** levels;
- **Improve** interpersonal skills;

- Improve physical, social, and emotional **wellbeing;**
- Develop **leadership** opportunities;
- **Positively** impact attitudes to learning across the curriculum;
- **Improve** lifelong participation (p. 3).

These priorities and aims were considered by me, to be essential to understanding the programme's 'documented' discourses and provided a basis for the comparing and contrasting of other programme discourses, such as those of staff and pupils.

Page 4 begins with the title 'What we have done'. This page then continues with a broad description of the programme context and a history of the development of the SSoS, as well as directions for the future of the programme. For example, this page explains that six 'Schools Of' had been established (after clarification from the SSoS Director, originally badminton was added as a 'School Of', but they failed to secure a club link, thus it does not appear in the final model). The next portion notes that "sports graphics and inspirational quotes…have been added to inspire our young learners" and that "significant investments had been made in equipment and facilities" in order "to provide further opportunities for pupils to progress". *These aspects of the school environment are shown later to be integral to the shaping of the overall school ethos over time*. In addition to this information, there is also a "looking to the future" section that describes how a link with the nearby University will add expertise to their programmes and that projects undertaken by University students will help to develop the SSoS. More specifically, the handbook describes projects in the areas of Sports Psychology, Nutrition, and Physiology as potentially important factors in adding to the "depth and holistic nature" of the SSoS. Unfortunately there was no evidence found on whether or not these University sub-programmes were delivered or if they would eventually be established as part of the SSoS programme. As will be discussed in the Phase 3 findings, actual classroom work in the SSoS was very limited, suggesting that these sub-programmes had not yet come to fruition at the time of this study. This page ends with the declaration of an overarching aim of the programme:

"A key aspiration of the [SSoS] is to improve attitudes to learning" (p. 4).

The final page provides a colourful photograph depicting three pupils participating in a dance lesson. One of the dance studio murals which reads, "Active living: dance like nobody is watching, create what nobody has seen" can also be seen in the photograph. In addition to this wall mural, there is a quote included the bottom of the photograph that reads "Physical education is a perfect vehicle to deliver both movement and thinking skills and doing so impacts/contributes/reinforces the learning across other curriculum areas". This quote is directly related to PE and its inclusion in the SSoS handbook is somewhat puzzling. This further illustrates the occasional ambiguous nature of the SSoS programme discourses and whether or not it is a separate 'entity' from PE.

As described above, an interesting and relevant aspect regarding the handbook is the very ambiguous distinction between the SSoS programme and three other related entities: PE, PA, and extracurricular sport. In the handbook, it is unclear whether the SSoS is an umbrella term for all of these, or whether it is a separate initiative. This ambiguity is further discussed in Section 3.8.2. However, it would seem that the addition of Sport Psychology, Nutrition, and Physiology Programmes, at this stage in the 'lower' school[21] and as part of the curriculum delivered by the SSoS, could be a possible factor that distinguishes the SSoS from general PE provision. This finding was explored in further detail in the pupil interviews (see Phase 3 findings for more information). A discussion of this aspect of the programme will be provided in the following chapter: Discussion.

In addition to this finding and, given the research questions, the most striking and relevant aspect of the handbook is the emphasis on the ability of the programme (and PE) to foster skills that can be *transferred* to other aspects of the curriculum. The idea of 'transferability' was consistently found throughout the data collection and was considered an important notion in general programme discourses. This aim and

[21] 'Lower' school is a term used to describe grade levels S1-S3 while 'Upper' school is used to describe grade levels S4-S7

emphasis informed many of the decisions that were made regarding the inclusion of general measures in the survey questionnaire, as opposed to sport-specific measures.

Pupil Recommendation Form

This form is a one-page, formal document that as the SSoS Director explained, is an essential part of the selection process into the SSoS as it provides the first instance of recommendation to the programme (See Appendix C). As previously mentioned the guidance on the recommendation form asks P7 teachers to recommend pupils for the SSoS who may "struggle academically" and who may benefit from fostering skills such as "communication, concentration, and discipline". The final piece of guidance suggests that with participation in the SSoS it is hoped that all of these skills can be *transferred* back to the classroom.

This description exemplifies the early aims of the SSoS and illustrates the important emphasis placed on the ability of the programme to foster skills that can be *transferred* to other areas of the curriculum. As previously mentioned, *transferability* is an integral part of the programme discourses. This aspect was further evidence that more general measures, rather than sport-specific, should be used in the survey questionnaire. In addition, this aspect further highlights the original aim of the programme as a development 'first' programme whereby the enhancement of sporting ability was seen as a secondary aim to the primary developmental benefits.

Programme Code of Conduct- SoR

At the time of this study each 'School Of' provided a code of conduct to which participants were expected to adhere to during the school year. The most extensive code of conduct was provided by the SoR programme. This four-page document provides a description of the SoR along with two categories of conduct expectations: "General" and "Specific". The "General" category, includes a series of eight statements:

Students will:

- behave appropriately at all times;
- respect coaches, teachers and fellow students;
- be inclusive of all;
- work hard and always give 100%;
- project the correct image;
- be a role model for others;
- maintain discipline at all times;
- share worries and concerns with coaches / teachers (p. 2).

Many of these aims are broad in nature and could arguably be difficult to measure. It is assumed that these are the overall 'aims' related to conduct in the programme. The second category, "Specific" has a further division into five sub categories: (1) Equipment/training kits; (2) Changing; (3) Training; (4) Injuries/Illness; and (5) School work. Each of these sub categories provides a description of specific expectations in relation to the given topic. Although each of these subcategories provided an interesting element, the most relevant to this thesis were sub-categories (3) and (5). Under the third subheading, *training*, expectations regarding behaviour at training are described. The most relevant expectations include "actively encouraging all students within the session", "displaying a positive attitude", and "listen[ing] carefully to and act[ing] on instruction[s] given by the coach" (p. 4). These expectations of respectful behaviour during training are directly related to the aims described as important for enhancing PYD, in particular, to the aim of building *supportive* relationships and *respect* for others through sport programmes (e.g. Holt, 2008). The final subcategory, schoolwork, provides the following expectations:

Students will:

- ensure that they display a good attitude and good behaviour in the general school environment;
- keep up to date with schoolwork in all subjects (p. 3).

The final page provides a detailed explanation of the consequences that may arise from any violations of this code of conduct. There are eight stages of warnings before the most severe consequence of an "exclusion from the School of Rugby" is merited. At the end of this description of consequences both the pupil and the parent/guardian are asked to provide their signature and the current date.

The most relevant aspect of this code of conduct is the emphasis on mature and positive behaviour throughout participation in the 'School Of'. This aspect, along with additional literature, provided a clear rationale for providing a measurement for 'behaviour' and 'respect for others' on the survey questionnaire. In addition to this emphasis on positive behaviour, there are strict expectations regarding wearing the proper uniform as well a rigid warning system should pupils fail to adhere to these guidelines. It is unclear at this point whether or not these warning systems take precedence over normal school procedures and/or if these expectations are more rigid than what a pupil not enrolled may experience.

SoR annual report

At the end of every school year, the SoF and the SoR are required by their funding scheme, *CashBack for Communities*[22], to provide data on pupil progress throughout the year. The SoR report in particular provides a large emphasis on the development of psychological and social skills associated with HWB (see Appendix A). The SoR's aim is described as using rugby "to support the Curriculum for Excellence, contributing to outcomes across different subject areas, and helping to improve attendance, behaviour, and attainment" ("CashBack for Communities", SRU website). Given this emphasis on supporting the CfE and improving other aspects of pupils' lives, the SoR report was of great interest to this current study. The 2011/12 school year report is used in this study as it was published the year before data collection for this thesis began. At the time of the data collection, the 2012/13 report had not yet been published.

[22] See Section 1.6.3 for more information on this funding scheme

In order to publish their annual report each year, the SRU compiles data that is sent to them by participating schools. This data includes: basic demographic information of pupils enrolled; pupil progress reports (completed by the SoR coach); self and peer reflections; and each pupil's progress on a number of measured practical Rugby skills (see Appendix E). All of the schools that offer SoR in Scotland are required to provide in this information along with any other 'success stories' that may be of interest to the SRU. This is relevant to this study as this method of gathering data for the annual report may be seen to be highly subjective and in turn may be over-representative of the positive progress that is occurring in this programme with little emphasis on the improvements that could be explored.

The full report is a lengthy 28-pages and provides detailed information on the programme background, aims, context, and perceived outcomes (two pages of the report are provided in Appendix A). However, the most interesting theme that arose from the analysis was that the programme is continually framed as a programme that is for *something* other than the sport itself.

The aims of the programme are clearly outlined in the first few pages of the report. Along with these aims, there are perceived outcomes provided from the 2011/12 school year. Overall, the SRU explains that "The Schools of Rugby programme is already seeing positive improvements in the physical competence, skill levels, and behaviour of pupils" (p. 4). Specific aims of the SoR are, according to the report, divided into four categories: (1) Rugby Outcomes; (2) Physical Competence and Health; (3) Educational Contribution; and (4) Improved Citizenship and Broadened Horizons. The report provides quantitative evidence for the outcomes of the first two categories and anecdotal evidence is used for the final two categories. For example, in the third category, Educational Contribution, the report provides two tables listing 46 HWB statement numbers (i.e. HWB 1-25a) associated with the SoR and identifies the following 'outcomes' beneath the table:

- rugby used as a context for *cross-curricular learning* – pro team match-day tours, press conferences, player Q&A sessions;

- health & wellbeing across learning – nutrition and healthy eating workshops delivered [in partnership] with Quality Meat Scotland and professional rugby players (p. 6).

In the final category, Improved Citizenship and Broadened Horizons, the following outcomes are provided:

- improved attitude, behaviour and homework across different subjects;
- improved attendance rates;
- increased achievement of school merits;
- reduced numbers of referral to guidance;
- impact on young people – more confident individuals, improved life skills and confidence (p. 6).

Again, it is unclear at this point in the report how evidence for these statements was collected or how these improvements were observed.

After evidence for the outcomes is presented, the report moves to describe how the SoR 'works'. It outlines the commitment of the SRU to the school and the school's commitment to the SRU, emphasising that while the SRU puts structures and funding in place for the programme, it is each school's responsibility to organise the programme as well as initiate the formation of extra-curricular teams, if they have not already done so.

The most relevant school responsibility listed is that of providing *"opportunities for girls' rugby"* (p. 7). This aspect is directly related to the national aim of increasing sport and PA opportunities for the most vulnerable groups in Scotland, or the groups most likely to be *inactive,* such as adolescent girls. The current enrolment in the SSoS seems to contradict this aim for girls as out of 31 pupils who were enrolled in the SoR only 4 were girls (see Appendix R for enrolment information). The report then provides a table that indicates the changes in the number of registered rugby players in each of the SoR schools. Interestingly, the school that is the site of this

research study actually saw a decrease in its number of registered rugby players (by 3%) over the course of 2011/12 school year (p.8), a stark contrast to the other 18 schools that contributed to the report that saw an average increase of 37% in their enrolment, the largest increase being 152%. In fact, this school was 1 of only 2 schools that saw a decrease in rugby enrolment over the course of the 2011/12 school year. There is no explanation offered for this decrease.

The final pages of the report include four case studies as evidence of the progress made, since offering the SoR, in the areas of 'Educational Contributions' and 'Improved Citizenship and Broadened Horizons'. Each of the four case studies begins with a subheading related to the improvements perceived in their school. For example, the first case study subheading is 'Effective learners'. The evidence that is then provided about the SoR in this particular school relates to improvements they perceived in pupil learning. The first three case studies present information in a similar way, using data and quotations from staff members to illustrate the improvements they have observed. In fact, only the fourth case study, with the subheading 'Life Skills and Confidence', provides quotations from participants other than staff members. In this case, two quotations from parents are included as well as a brief three-sentence summary of pupil responses regarding the improvements.

Following these four case studies, there is a short list of conclusions. The conclusions of interest to this study are brief and are provided in the first sentence on the page:

> Quite simply, in a short space of time this project is making an impact in a number of ways against several key outcomes, all of which benefit young people in terms of their education, school experience, health, fitness, and their citizenship (p. 22).

While there are limitations to this report, there are significant insights that can be gained from one reoccurring theme throughout its pages. This theme is that the primary aim of participation in the SoR is not just to benefit rugby skills; rather,

participation also benefits the enrolled pupils in the SoR in other aspects of their school lives. In fact, improvements in the physical rugby skills themselves are only a small portion of the outcomes presented in the report. While it is in the interest of the SRU to provide these opportunities in order to increase participation in rugby throughout Scotland, the emphasis on links to the curriculum, socio-emotional well-being, and overall school engagement sets it apart from what would be considered a 'normal' extra-curricular activity or even a normal rugby 'block' delivered as part of a PE curriculum. This notion that the programme is for *something* other than sport itself is a recurring theme through all three phases of the data collection and is a key component in all aspects of the programme discourses.

Summary of Part 1

While this documentary analysis is not an exhaustive analysis of all programme documents and media outputs, the material reviewed nevertheless provides important insights into the overall programme discourses. These key documents and outputs were also directly influential to the identification of topics to be included in the survey questionnaire administered in Phase 2. As previously described, the purposes of the first two phases of the data collection were *exploratory* in nature. Results from this documentary analysis provided essential background on the *context* and *processes* of the SSoS programme. It was unexpected to discover these vast changes in these documents over *time*. This indicates the possible malleable nature of programme aims and delivery with possible implications for how the programme is perceived over time. This is a point to which I will return to later on in this chapter.

3.2.2 Part 2: Findings from PE staff interviews

The staff interviews were seen as information-gathering conversations and as opportunities to build rapport with staff members. However, they also provided an essential *exploration* of programme discourses and mediating factors for changes in pupils' behaviours and attitudes. Chapter 2, Section 2.10, provides an in-depth description of the methodological considerations and processes involved in

conducting the staff interviews. Importantly, these interviews allowed me to uncover more detailed information about the context and processes of the programme. Five of the staff members interviewed were viewed as 'liaisons' to their respective 'Schools Of'. In addition to these five staff members, the head of the PE department and two other staff members were also interviewed, resulting in eight interviews in total.

Demographic information such as the length of experience teaching at the school, sporting background, teaching style and ethos were discussed in addition to SSoS experience. Conversations about the programme centred around not only their personal experiences, thoughts, and feelings about the programme but also invited their perceptions of the impact of the SSoS on the pupils who were enrolled and on the school as a whole.

During these interviews there were two main themes of interest that arose:

(1) differing perceptions of the programme; and,
(2) the importance of the new facilities and school building.

The first finding, regarding perceptions of the programme, was expected as each of the staff members was directly asked what their perceptions of the programme were and how they felt it impacted the pupils enrolled in the programme. However, it was somewhat unexpected to find that not all staff members shared the same discourse regarding the programme and its impact on the enrolled pupils. In addition, the second finding, the importance of proper facilities and the school building was not originally considered in this research. The large number of comments provided by staff members regarding the changes in school building, and their feeling that these changes greatly affected school ethos and pupil behaviour, emphasised the importance of the facilities themselves. Both findings are discussed in the following sections.

Theme 1: Differing perceptions of the programme

I'm waiting to see the impact. (Alice, 13 years)

As previously mentioned the main topic of discussion in all the interviews was the SSoS programme, both the context of the programme and their experience of it. Each of the staff members interviewed, except the probationary[23] teacher, had experienced the programme from its inception in 2012. All of the staff members, except for one, expressed immense enthusiasm for the programme and described it as being beneficial to the school overall and especially to the pupils who participated in it. However, this positive discourse about the programme was not echoed in the same way for one staff member. Although she argued that the programme was a special and potentially a positive outlet for pupils, her views about the programme were slightly more cautious than those of the other staff members:

> I think I'm the one in the department who plays it down a bit, the whole School of Sport thing. I didn't think, I didn't see, I'm waiting to see the impact of what it will be (Alice, 13 years).

Her cautiousness about the outcomes of the programme is further illustrated by the dilemma of targeting and how certain children are selected to the programme for social reasons. She explained that these pupils experienced positive behaviour changes while some of the pupils who have not been selected for these reasons will have 'behaved anyway':

> The [SSoS] will have a positive effect on behaviour on some of the children, who have been brought into the programme for social reasons. Cause they're not all, they're obviously talented, but we pull in certain children, to give them a little more opportunity to grow and to develop their social skills. So for them I think it will have a positive effect. Cause they feel part of something and they feel part of something special. So that is really good for those kids. And the other kids who are part of it will naturally, are the children who would necessarily behave anyway (Alice, 13 years).

[23] In Scotland, newly qualified teachers complete a one-year probationary position prior to reaching full qualification.

Although these are cautious views, the important notion of 'belonging' or feeling like they are 'part of something special' was an important theme in the pupil interviews and this will be discussed further in the Phase 3 findings. In addition, the nature of this 'belonging' will be considered in the following chapter: Discussion. These cautious views, however, were seen to contrast with other staff members who expressed outright enthusiasm for the programme:

> Interviewer: As far as the School of Sport goes, how is it going this year?
> Alan: Amazing!
> Interviewer: So you find it is working well then? The kids are enjoying it?
> Alan: Lovin' it. Absolutely brilliant!

Alan further expressed his enthusiasm for the programme throughout the interview:

> You know the kids, the kids are buzzing, em you only have to be in here for 10 minutes to see the buzz about the place. You know, it's you just look about and it's, it's happening… we're livin' it. For a long time it was a case of we're gonna do this, we've got this vision, this is what we're going to do…. But now we're livin' it (Alan, 3 years).

During many informal conversations with staff members, enthusiasm for the programme was a general theme. In addition to this enthusiasm, staff members described participation in the programme as a direct motivation for pupils to engage in school in general but also to exhibit positive behaviours throughout the school:

> It can turn them around. I think. Especially now being a part of the School of Basketball, seeing ya know that the kids are coming out three times a week and having kids in the programme this year that I taught last year and seeing the difference in them, behaviour wise. Whereas you know before they may have been a nightmare in different classes throughout the school, now they realize that they're a part of something and that can be taken away. Ya know they're striving to be better. That's quite rewarding (Rebecca, 7 years).

The head of the department also echoed these statements by explaining that many of the teachers around the school see the programme as a way of directly motivating pupils to exhibit positive behaviour and as reinforcement to complete work:

> [They come to us and say] 'such and such' didn't bring me back his homework, 'such and such' is not behaving well around the school, well, good you're coming to us you're telling us that he's not behaving well, we will have a word with him and see if it works. They realize that we're [the SSoS] maybe the tool into getting his behaviour better (Alan, 3 years).

In addition to using the programme as a motivator for positive behaviour, one staff member also described the notion of vicarious reinforcement in pupils. Although, as described earlier, there were pupils enrolled in the programme who may have 'behaved anyway', one staff member saw this a positive aspect to the programme, allowing for a context where peer modelling potentially could enhance pupil engagement:

> I think they see as well if they're in with kids in the School of Sport who maybe behaved anyway, they kinda realize that they're a part of this group and they should be proud to be in this group. So that they're behaviour is better throughout the school (Rebecca, 7 years).

This 'peer modelling' is considered to be an important component in building self-efficacy (e.g. Schunk, 1987) and more specifically building self-efficacy in the sporting context (Jackson et al., 2014). Additionally, this could be considered a distinct contrast to many intervention-type programmes that aim to target pupils solely because of behavioural issues, a targeting technique that has been critiqued by several authors (e.g. Evans, Scourfiled, & Murphy, 2015). This finding will be discussed further in Chapter 4. In addition to this 'vicarious reinforcement' one staff member also reported an explicit change in the relationship between him and the pupils once they were enrolled in the programme:

> And the kids you take, see, any single kid that is in the programme, they'll not give you the slightest bit of bother in class. Which is, it's almost a bit

> bizarre. You know. Because I don't know, obviously they are feeling a bit more responsibility, maybe whenever it's your class (James, 2 years).

These types of opportunities to build supportive relationships are discussed often in the literature on sport participation and are specifically mentioned in the NRCIM's features of programmes that facilitate PYD (NRCIM, 2002). Positive role models were also a major factor in many other studies measuring PYD (e.g. the 4-H study, Lerner, et al., 2013). In addition to the motivation and relationship aspects of the programme there were some potential setbacks that were discussed as part of the programme and the nature of the *curricular* model it has adopted:

> Naturally, ya know…when kids come out of mine to go to Duke of Edinburgh, I'm like, 'I don't really want you leaving my class', you know… you will get protective about it. We understand that. We're sympathetic to that. Um, but we're livin' it. So, they either accept it or it's gonna be a tough time. As harsh as that might sound (Alan, 3 years).

This insight illustrates a possible tension that could occur when pupils are withdrawn from other curriculum courses to participate in the SSoS. Other staff members also discussed these possible tensions but echoed the same notion of being 'accepting' as was previously discussed by Alan:

> There is an awful lot more children are being pulled out of classes [this year], and from our point of view we just accept that. I don't know around the school whether there is issue with that…because they're getting taken out of their class and they're not getting the same content. I don't know if that's happening. I suspect probably (Alice, 13 years).

However, one staff member saw this potentially problematic aspect of the programme as being directly aligned with the concepts of personalisation and choice, a prominent part of CfE. She discussed the choice of some pupils to only attend the SoB twice a week rather than three, because of potentially missing out on a selected subject such as art. She believed that it was for the parents and pupils to decide which of the courses they would attend, including the number of times per week that they attended their 'School Of':

> So it's really just a parental choice and a choice of what they think is going to benefit their child most. But I think that is mostly what the curriculum [is] about nowadays anyway, you're getting a bit more choice in your education… (Rebecca, 7 years).

Staff members provided a positive image of the programme, its inner workings and, most importantly, its perceived positive effect on the pupils. While it is interesting that one staff member was perhaps a little more cautious than the others regarding their enthusiasm for the programme, all of the staff members were generally positive about the programme and believed it to be not only a special opportunity for pupils but also beneficial to the pupils who were enrolled in it. Perhaps the most relevant aspect of this theme to developing the survey questionnaire was its emphasis on the SSOS as a tool for motivation in other curriculum areas, an aspect that made it essential to investigate classroom motivation in this context.

Theme 2: The importance of the new facilities and school building

> *Our old school was not very well equipped (Alice, 13 years).*

As previously mentioned, an unexpected theme that arose through analysis was the emphasis on the changes in the school building and how these new facilities had positively affected pupil attitudes as well as the school and PE staff ethos. The current school building is approximately five years old and four of the staff members [Luke, Rebecca, Alice, and Gale] commented on the vast improvements in school ethos as a result of the change of facilities. When asked about improvements in the school, each of these four staff members began by describing the previously poor and almost hazardous facilities of the old building, one example being:

> The school wasn't that old that we were in, but it wasn't really…equipped for what we were doing. Em, the walls were all falling down. It was mouldy. It was just not good (Alice, 13 years).

In particular, the staff members were vocal about the previous PE facilities, or lack thereof, and how they affected their sense of belonging to the overall school:

> PE itself was out there on its own, it wasn't part of the main building. So you could go the full week without basically crossing anyone else's path in the school… (Luke, 9 years).

Given this previous isolation, the staff members also then described the positive changes in staff ethos that had occurred now that the PE facilities were now included as part of the new building:

> Em I suppose the thing that we notice the most is the fact that we actually became part of the school. Because in the other school in the old building, we were a completely separate block (Gale, 13 years).

These concepts of 'belonging' to the overall school are important notions within this research, not only for staff but for the pupils as well. As previously mentioned, staff members expressed that the SSoS programme itself provided a way for many pupils to 'belong' to a special programme in the school and increased their feelings of belonging to the school as a whole. These notions were then explored in the pupil interviews (see Phase 3 findings for further information). In addition to the feelings of 'belonging' the staff members also discussed the increases in positive behaviours of the pupils that they witnessed after the change in building:

> I think the mentality and the behaviour itself [has changed]-- well certainly the mentality of the kids was different [in the old school]. They now take a sense of pride in the building and in the facilities. They look after things a little bit better, the attitudes are changing. Em, yeah it's everything about the whole [school] move has been a lot more positive. *A lot* more positive (Luke, 9 years).

> I was assaulted at least three or four times in the old school. And that is just how it was. And it, em, coming here made a big change cause we all had a real pride in our school and it almost felt like a new start for everybody. So it was lovely. It was really good (Alice, 13 years).

> That [moving buildings] was a massive, massive change. I think a lot of good… that's when it turned around and when it started to become em a much better school, just a better environment for the kids. And something that they were quite proud of compared to the old school that was a wreck (Rebecca, 7 years).

These extracts provide clear evidence of the importance of the new facilities not only for delivering PE, but of the possible effect that these facilities may have on the general ethos of staff and pupils. Every staff member who had experienced both the old and the new facilities was adamant that the new facilities had contributed significantly to the perceived positive changes in pupil behaviours and attitudes over the past five years. While some staff members gave other reasons, such as changes in head teacher (of which there have been three) and an increased emphasis on school uniforms, each staff member discussed the importance of the new building in contributing to the overall positive ethos of the school. In addition, positive changes in staff and pupil ethos were attributed to the feeling of 'belonging' to the overall school. The theme of 'belonging' was considered very important to the pupils, which will be discussed in Section 3.4: Phase 3 findings.

Summary of Part 2

Through analysis of the staff interviews, important insights into the *context* and *processes* of the SSoS programme were gained. Not only did the interviews help to build rapport with the staff members, they provided a direct explanation of many of the aspects of the programme that were initially unclear. In addition to the specific aspects of the SSoS programme, the staff members described their perceptions of how participation in the programme had positively affected pupils who have been enrolled. In addition, they attributed the change in school building to the positive changes in the pupil ethos. One of the most important findings from the staff interviews were that the programme discourses, created by the SSoS documents (the emphasis on transferrable skills rather than on elite sport performance), was for the most part similar to the discourses provided by staff members. This is an important finding, as the pupil interviews suggest that while there were some similarities between the pupil experiences and programme discourses, there were also some

important contrasts between these documented programme discourses, spoken programme discourses, and the *actual* pupil perceptions of the programme (see Phase 3 findings for further description).

3.2.3 SUMMARY OF PHASE 1 FINDINGS

Phase 1 of the methodology served as an *exploratory* phase that directly impacted the development of the survey questionnaire. In addition, this phase added to the understanding of the SSoS programme in relation to the *ASPM* (Fraser-Thomas, Côté & Deakin (2005)). The findings in this phase were important for understanding the setting features of the programme (the new school building and sport facilities) and perceived improvements in the developmental assets of participants, two of the three key features of the *ASPM*. In terms of third key feature, the DMSP (Côté, 1999; Côté & Hay, 2002; Côté et al., 2003), this phase was extremely beneficial in gaining knowledge on the key structural features of the SSoS, how it is implemented and delivered, the personnel involved in these activities, and the expected aims and outcomes. In addition, the importance of providing the proper facilities and equipment to deliver the programme was an unexpected, yet significant theme. Overall, this phase was essential in providing the context to later answer the overarching research questions.

3.2.4 INTERIM PHASE A

Analysis of the SSoS documents indicated a strong emphasis on fostering skills that could be *transferrable* to other contexts of pupils' lives. Therefore, when developing the quantitative survey, it was apparent that generalised measures of key developmental aspects would be beneficial for exploring these findings further. In addition, both the findings from programme documents and interviews with staff members indicated that enrolment in the SSoS had positive developmental impacts on its participants, specifically in the areas of self esteem/self-efficacy, teamwork, and leadership. Including a measure of these developmental characteristics in the questionnaire provided an avenue to investigate these anecdotal claims. Furthermore

there was a suggestion by the staff members that the SSoS could be used as a tool for motivating pupils in other curricular areas. For this reason, a measure of classroom motivation proved pertinent to examining this possible relationship. In addition to development of the questionnaire based on the findings from Phase 1, findings from previous academic studies influenced the sections included (see Section 2.12.6 for further detail).

3.3 Phase 2 Results

Although the overall aim of the MMD was to answer the overarching RQs, Phase 2 was specifically aimed at answering the first question:

> *Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD characteristics?*

Therefore, Phase 2 of the data collection aimed to identify any possible reported PYD differences between enrolment groups and elucidate any other reported PYD differences between pupil groups based on the demographic characteristics of gender, SIMD, and age. In addition, the findings from this quantitative phase aimed to help identify a purposive sample for the pupil interviews in Phase 3, as well as identify specific areas of investigation for the pupil interviews.

As previously mentioned, each of the sections in this chapter will discuss the relationship of key findings to the *ASPM* (Fraser-Thomas, Côté, & Deakin (2005)). This phase of the collection focused primarily on the *developmental assets* element described in the *ASPM* as well as the trajectory of participation (structure, intensity and duration) described by the DMSP (Côté, 1999; Côté & Hay, 2002; Côté et al., 2003) In addition because Simpkins et al. (2005) suggested that the time spent in other activities can affect PYD and Agans and Geldholf (2012) suggest that the more time spent in individual and team sport environments, the higher the PYD score will be, both sport and activity participation were investigated in this phase. These discussions will be expanded upon in Chapter 4.

When analysing large sets of quantitative data, such as in this study, Creswell (2014) suggested testing hypotheses that relate variables or compare groups so that "inferences can be drawn from the sample population" (p. 163). Based on this principle, the following hypotheses were investigated:

(1) *Pupils enrolled in the SSoS will report higher levels of certain developmental characteristics associated with PYD*. (i.e. Differences in the *mean* for certain[24] PYD characteristics between those enrolled and those not enrolled will be found);

(2) *Participation in the SSoS will predict higher levels of PA per week. In addition increased participation in PA and sport (PA&S) per week will be strongly correlated with increases in certain PYD scores;*

(3) *Certain PYD characteristics can be predicted by enrolment in the SSoS, after accounting for pupils' individual characteristics such as gender, age, and SIMD;*

(4) *S1 pupils, who have had little previous experience with the programme, will report increases in certain PYD characteristics from T1 to T2.*

These hypotheses were based on data previously gathered both during the literature review and Phase 1 of the data collection (see Chapter 1 Literature Review and Section 3.2.3 for further detail). Documentary analysis and staff interviews provided essential information on the research context, but also provided predictions of what the pupils may report in the questionnaire.

[24] In the case of all the hypotheses, the word 'certain' is used to refer to characteristics that are highly emphasized by the SSoS literature and that are most common in sport participation literature, specifically self-esteem/efficacy, teamwork, and leadership (see Chapter 2, Literature review for further detail).

Creswell (2013) also suggested, that when reporting quantitative findings a descriptive analysis of all variables in the associated study should be included, before then providing the more complex inferential analysis. Table 3.1a provides descriptive statistics for the T1 survey and Table 3.1b the statistics for the T2 questionnaire. From a possible 500 pupils in S1-S3, 380 completed the questionnaire at T1, and 382 completed it at T2, and 329 pupils completed the questionnaire at both T1 and T2. Each inferential analysis used the T2 data set, as pupils had the most exposure as possible to the SSoS programme at that stage of the study and only the sample that completed both T1 and T2 questionnaires was used in the analysis.

Table 3.1a. Descriptive statistics for variables included in the survey questionnaire (T1).

	n	Mean	SD	α	Skew	Kurt
IM	311	45.41	7.44	.871	-.163	-.178
EM	309	41.77	6.10	.765	.256	.632
SE	322	28.36	5.08	.856	-.375	.700
SEff	323	31.90	6.39	.799	.034	.083
SAttC	325	36.35	5.73	.807	-.637	1.18
SAttI	324	39.08	6.26	.843	-.836	.638
PA&S	295	10.31	9.76		1.78	5.52
ECA	348	2.14	4.11		3.41	14.63

Note: IM = Intrinsic Motivation, EM = Extrinsic Motivation, SE = Self Esteem, SEff = Self Efficacy, SAttC = Self Attributes (Confidence), SAttI = Self Attributes (Importance), PA&S = Physical Activity and Sport Duration (hrs./week), ECA = Extra-Curricular Activity Duration (hrs./week), n=sample size, Mean= average score, SD= standard deviation, Skew (Skewness) & Kurt (Kurtosis) are measures of normal distribution of the data

Table 3.1b. Descriptive statistics for variables included in the survey questionnaire (T2).

	n	Mean	SD	α	Skew	Kurt
IM	327	45.38	7.77	.899	-.185	.121
EM	328	40.66	6.09	.770	.112	.631
SE	322	28.33	5.74	.891	-.265	.191
SEff	326	33.05	7.00	.840	-.310	.002
SAttC	326	36.88	5.89	.819	-.328	.292
SAttI	326	39.13	6.36	.856	-.634	.679

Note: IM = Intrinsic Motivation, EM = Extrinsic Motivation, SE = Self Esteem, SEff = Self Efficacy, SAttC = Self Attributes (Confidence), SAttI = Self Attributes (Importance), n=sample size, Mean= average score, SD= standard deviation, Skew (Skewness) & Kurt (Kurtosis) are measures of normal distribution of the data

3.3.1 HYPOTHESIS 1

After a review of the literature and from the findings of Phase 1, it was predicted that pupils enrolled in the SSoS would report higher levels of certain developmental characteristics and, in particular, higher levels of characteristics that are most associated with the aims of the SSoS and sport participation literature (self-esteem/self-efficacy, teamwork, and leadership). In order to investigate this hypothesis, an analysis of co-variance (ANCOVA) was conducted, co-varying for age, gender, and SIMD. Means for the groups enrolled in the SSoS and those not enrolled were compared on all PYD characteristics. The results of this analysis can be found in Table 3.2[25].

[25] These results in this table are presented as significant on either the .05 and .01 confidence levels. However, in order to control for multiple comparisons, the Bonferroni correction was used to determine the new significance threshold, taking into account the 24 comparisons (.05/24 = .002). All results that are discussed and are included the table that are significant under the new threshold ($p < .002$) are signified in **bold**.

Table 3.2. Analysis of SSoS differences in PYD characteristics (co-varying for age, gender, and SIMD).

		SSoS		nSSoS			
		M	SD	M	SD	$F(1,321)$	η_p^2
IM		46.10	6.74	45.21	8.00	.010	.000
EM		39.98	6.14	40.88	5.96	.439	.001
SE		30.54	4.52	27.59	5.92	7.02**	.022
SEff		34.66	6.30	32.57	7.09	2.47	.008
IN	*CONF*	3.79	.926	3.60	.882	2.08	.007
	IMP	4.27	.930	407	.850	2.10	.007
SS	*CONF*	3.70	.885	3.52	.982	2.05	.006
	IMP	4.07	.900	3.87	.908	3.10	.010
AA	*CONF*	4.34	.878	3.17	1.13	**59.69****	.159
	IMP	4.46	.834	3.51	1.09	**36.86****	.104
LD	*CONF*	3.68	1.02	3.16	1.09	**12.22****	.037
	IMP	3.68	1.05	3.24	1.10	8.61**	.027
TW	*CONF*	4.01	.839	3.73	.955	3.88	.012
	IMP	4.16	.838	3.81	.988	4.40*	.014
BH	*CONF*	4.18	.788	3.98	.979	2.49	.008
	IMP	4.26	.858	4.15	.893	.195	.001
TM	*CONF*	3.49	.906	3.42	1.02	.391	.001
	IMP	3.40	1.09	3.56	1.02	1.19	.004
PS	*CONF*	3.82	.848	3.49	1.00	3.41	.011
	IMP	4.20	.808	3.81	.964	8.72**	.027
WE	*CONF*	4.05	.768	3.74	.915	4.63*	.014
	IMP	4.39	.797	3.90	.985	**10.89****	.033
RO	*CONF*	4.30	.748	4.30	.734	.016	.000
	IMP	4.59	.684	4.50	.793	.556	.002

Note: n=321 * p<.05, **p<.01, IM = Intrinsic Motivation, EM = Extrinsic Motivation, SE = Self Esteem, SEff = Self-Efficacy, IN = Intelligence, SS = Social Skills, AA = Athletic Ability, LD = Leadership, TW = Teamwork, BH = Behaviour, TM = Time Management, PS = Perseverance, WE = Work Ethic, RO = Respect for Others, *CONF*= confidence, *IMP* = importance. *F* Ratios in **bold** remain significant after applying Bonferroni correction (p<.002).

Hypothesis 1 was supported by the findings from this analysis. Pupils enrolled in the SSoS reported significantly higher scores for the following characteristics.

- Confidence in *athletic ability*, ($F(1,321) = 59.69$, $p<.002$, $\eta_p^2 = .159$)[26];
- Importance of *athletic ability*, ($F(1,321) = 36.86$, $p<.002$, $\eta_p^2 = .104$);
- Confidence in *leadership*, ($F(1,321) = 12.22$, $p<.002$, $\eta_p^2 = .037$); and
- Importance of *work ethic*, ($F(1,321) = 10.89$, $p<.002$, $\eta_p^2 = .033$).

While the finding that leadership and work ethic were expected, the significantly higher scores in athletic ability, while somewhat expected, were much greater than previously predicted. Although the SSoS programme is indeed a sport programme, the programme discourses, both documented and spoken, specifically shied away from an emphasis on athletic ability. However, this result is consistent with other studies regarding sport interventions (e.g. Agans & Geldhof (2012)). However, the large differences between groups was somewhat unexpected given the programme aims and emphases. This finding will be discussed further in the following chapter: Discussion.

3.3.2 HYPOTHESIS 2

The second hypothesis had two parts. First it predicted that participation in the SSoS would predict higher levels of PA&S per week, compared to those not enrolled. This prediction was highly influenced by conversations with staff members in which they described pupils enrolled in the SSoS as being highly involved in other forms of PA&S throughout the school week. In addition, staff members expressed that many of the pupils involved in the SSoS also played for the school teams so it was a reasonable prediction that SSoS participants would be involved in more extracurricular sports outside of school than their non-enrolled counterparts. Second,

[26] *F indicates the ratio of difference between means (the higher the number the larger the difference in the means), 1= degrees of freedom, 321=sample size, p= significance value,* η_p^2 = effect size ((.1) represents a 'small' effect size, (.3) represents a 'medium' effect size and (.5) represents a 'large' effect size (Cohen).

it was predicted that increased participation in PA&S would be strongly correlated with increases in certain PYD scores, in particular those identified in the literature as particularly related to sport participation such as teamwork and leadership. Both of these hypotheses were supported by the findings.

The first portion of the hypothesis was investigated by conducting an ANCOVA (co-varying for age, gender, and SIMD) to investigate the mean differences in participation in PA&S (duration per week) and ECA (duration per week). The ANCOVA compared the group enrolled in the SSoS with the group not enrolled. The results of this analysis can be found in Table 3.3

Table 3.3. Analysis of SSoS differences in duration of PA&S and other ECA (hrs./week) (co-varying for age, gender, and SIMD).

	SSoS		nSSoS			
	M	SD	M	SD	*F*	η_p^2
PA&S (*n* = 232)	13.34	8.18	8.21	9.25	8.79**	.037
ECA (*n* = 276)	1.31	2.28	2.42	4.64	4.04*	.015

Note: * p<.05, **p<.01, *PA&S = Physical Activity and Sport, ECA = Extra-curricular Activities*

The table above provides the results that supported part 1 of Hypothesis 2. The table reports the following significant results:

(1) pupils enrolled in the SSoS reported significantly higher participation in PA&S per week ($F(1, 232) = 8.79$, $p<.01$, $\eta_p^2 = .037$);
(2) those not enrolled in the SSoS, reported significantly higher participation in other ECA than their enrolled counterparts ($F(1, 276) = 4.40$, $p<.05$, $\eta_p^2 = .015$).

The first result, pupils enrolled in the SSoS reported higher participation in PA&S than those not enrolled, was an expected finding. However, it was interesting to discover that not being enrolled in the programme was more closely related with participation in other ECA. This is a logical result, as seemingly participation in ECA is interest-based and it can be assumed that those would participate in the SSoS are more interested in EC sport rather than other activities. However, it is difficult to say whether this result would be consistent across all individuals. These aspects were discussed further in the Phase 3 Pupil interviews and will be considered again in the following chapter: Discussion.

In addition to the first analyses, a hierarchical regression analysis (using the Enter[27] method) was conducted to determine if enrolment in the SSoS predicted any additional variance in PA&S participation than did either gender, SIMD, or age. The demographic characteristics were entered into the model first and SSoS enrolment was entered second. The results of this analysis can be found in Table 3.4.

Table 3.4. Linear regression analysis predicting participation in PA&S and other ECA (hrs/week) from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Final β	Enter	Variable added	ΔR^2	Final β
PA&S (n = 254)				ECA (n = 300)			
1	Gender		-.118	1	Gender		.063
	SIMD		.166**		SIMD		.095
	Age	.061	-.084		Age	.008	-.088
2	SSoS	.092	-.193**	2	SSoS	.019	.125*

Note: * p<.05 **p<.01, , *PA&S = Physical Activity and Sport, ECA = Extra-curricular Activities*

[27] The Enter method describes a method of analysis in where all independent variables are entered into the equation in one step (in this case, gender, SIMD, and age)

These analyses determined that enrolment in the SSoS was,

(1) a significantly stronger predictor of participation in PA&S ($R^2 = .092$, $\beta = -.193$, $p < .01$) than gender ($\beta = -.118$, $p = ns$[28]) or age ($\beta = -.084$, $p = ns$); and also was,
(2) a stronger predictor of participation in ECA ($R^2 = .019$, $\beta = .125$, $p < .05$) than gender ($\beta = -.088$, $p = ns$), SIMD ($\beta = .095$, $p = ns$), or age ($\beta = .063$, $p = ns$).

It is important to note that in the first finding, the negative β score actually indicates that enrolment in SSoS predicts increased participation in PA&S while the positive β score in the second finding indicates that *not* enrolling in the SSoS predicts increased participation in ECA. This again is an interesting finding, but not unexpected, as previously mentioned.

In addition, this analysis also determined that increases in SIMD predicted increases in participation in PA&S ($\beta = .166$, $p < .01$); however it was not as strong a predictor as enrolment in the SSoS.

For the second portion of this hypothesis, correlational analysis was carried out to examine the relationship between SIMD, PA&S, ECA, and PYD characteristics. Table 3.5 displays the results of this analysis[29].

[28] *ns* = non-significant

[29] This table includes Pearson correlation co-efficient between each of the characteristics and SIMD, PA&S, and ECA. Bonferroni's correction was again used to control for multiple comparisons (.05/26=.002).

Table 3.5. Correlations between SIMD and time spent in PA&S and other ECA activities for all PYD characteristics.

		SIMD	PA&S	ECA
PA&S		**.20****		
ECA		.09	**.25****	
IM		.17**	.12	.10
EM		-.17**	-.09	-.12
SE		**.19****	.13*	-.05
SEff		.08	**.19****	.08
Intelligence	*CONF*	**.18****	.10	**.18****
	IMP	.15**	.17**	.12*
Social Skills	*CONF*	.06	.15*	.01
	IMP	.14*	.17**	.03
Athletic Ability	*CONF*	.11	**.23****	-.13*
	IMP	.03	**.19****	-.17**
Leadership	*CONF*	.06	.15*	.05
	IMP	.04	.04	-.12*
Teamwork	*CONF*	-.01	.12	.04
	IMP	.08	.11	-.01
Behaviour	*CONF*	**.20****	-.03	.04
	IMP	.13*	.11	.08
Time Management	*CONF*	.07	-.01	-.02
	IMP	.10	-.13*	-.02
Perseverance	*CONF*	.15**	**.24****	.07
	IMP	.12*	.05	-.02
Work Ethic	*CONF*	**.18****	.13*	.06
	IMP	**.17****	.13*	.01
Respect for Others	*CONF*	.03	-.01	.06
	IMP	.07	.07	.00

Note: *p<.05, **p<.01, *PA&S = Physical Activity and Sport, ECA = Extra-curricular Activities,* IM = Intrinsic Motivation, EM = Extrinsic Motivation, SE = Self Esteem, SEff = Self-Efficacy*, CONF*= confidence, *IMP* = importance. Correlations in **bold** remain significant after applying Bonferroni correction (p<.002).

The following characteristics were significantly ($p < .002$) correlated with SIMD (positive Pearson correlation coefficients (r) indicate a positive relationship between the variables (as one variable increases, so does the other variable)):

(1) PA&S ($r = .20$, $p < .002$);
(2) Self Esteem ($r = .19$, $p < .002$);
(3) Confidence in *intelligence* ($r = .18$, $p < .002$);
(4) Confidence in *behaviour* ($r = .20$, $p < .002$);
(5) Confidence in *work ethic* ($r = .18$, $p < .002$); and
(6) Importance of *work ethic* ($r = .17$, $p < .002$).

These six results are very interesting as there is clearly a relationship between SIMD and these characteristics of PYD. This reveals an interesting notion regarding the mechanisms that may influence PYD. This finding will be discussed further in the following chapter: Discussion.

In addition to correlations with SIMD, the following characteristics were significantly ($p < .002$) correlated with duration of PA&S per week:

(1) ECA ($r = .25$, $p < .002$);
(2) Self-Efficacy ($r = .19$, $p < .002$);
(3) Confidence in *athletic ability* ($r = .23$, $p < .002$);
(4) Importance of *athletic ability* ($r = .19$, $p < .002$); and
(5) Confidence in *perseverance* ($r = .24$, $p < .002$).

The five results noted above provide an interesting basis for discussion regarding PA&S and correlated PYD characteristics. Another instance of the expected finding regarding the characteristic of athletic ability was found here as it was highly correlated with increases in PA&S. However, self-efficacy and perseverance were also highly correlated, indicating possible additional outcomes to PA&S, an important point that will later be discussed in relation to the SSoS.

Interestingly only the characteristic of Intelligence (r = .25, p < .002) was positively correlated with participation in ECA. While the Importance of Athletic Ability (r = -.17, p < .01) was negatively correlated with participation in ECA (as the duration of ECA participation increased, the importance of athletic ability decreased), the coefficient was not significant after applying the Bonferroni correction.

3.3.3 HYPOTHESIS 3

The third hypothesis predicted that certain PYD characteristics could be predicted by enrolment in the SSoS after accounting for the following pupil characteristics: gender, SIMD, and age. Hypothesis 3 was supported by the findings for certain PYD characteristics, but not for all characteristics. This hypothesis was investigated by conducting multiple hierarchical multiple regression analysis (using the Enter method). For each variable, gender, SIMD, and age were entered into the model first, to account for any differences in demographic characteristics. Then, enrolment in the SSoS was entered to examine whether enrolment explained any additional variance in the criterion variables. These regression analyses were tested by running collinearity[30] statistics on the each of the models. The variance inflation factor (VIF) varied between 1.008 and 1.101 (average VIF = 1.053) and tolerance statistics varied between .909 and .992, indicating that collinearity was not an issue in these analyses. As previously mentioned, each of the criterion variables was tested separately; however, they will be presented under the following categories: Classroom Motivation, Self Esteem/Self Efficacy, and Self Attributes (each of 10 individually presented for both confidence and importance of that attribute/characteristic). Tables 3.6a, 3.6b, 3.7 and 3.8 present the findings of this analysis.

Classroom Motivation

Section 1 of the pupil questionnaire investigated two domains of motivation, intrinsic and extrinsic. Within these types, specific categories were investigated that pertained to different types of classroom-specific motivation. In the case of intrinsic motivation, this scale investigated *challenge, curiosity*, and *independent mastery*. For

[30] Collinearity is when two or more independent variables can be almost solely predicted from the other independent variables, therefore if collinearity is high (i.e. VIF > 10, Tolerance < 1 indicates a serious issue (Field, 2013)) then regressions may be biased.

extrinsic motivation, this scale investigated *easy work, pleasing teacher(s),* and *dependence on teacher(s)*. For this regression analysis, overall composite scores for intrinsic and extrinsic motivation were used as criterion variables, as well as composite scores for the six types of classroom-specific motivation (described above). The results are presented in Tables 3.6a and 3.6b.

Intrinsic Classroom Motivation

As previously mentioned, this analysis used the composite score for intrinsic motivation as well as each of the categories for criterion variables (*challenge, curiosity*, and *independent mastery*). Each separate regression analysis, using the Enter method, placed gender, SIMD, and age into the model and then SSoS enrolment to investigate whether or not this enrolment could predict any variance in the criterion variables (intrinsic motivation scores). The results of this analysis are included in Table 3.6a.

Table 3.6a. Linear regression analysis predicting intrinsic motivation from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Finalβ	Enter	Variable added	ΔR^2	Finalβ
Intrinsic Motivation Composite (n = 327)				Challenge (n = 328)			
1	Gender		-.082	1	Gender		-.093
	SIMD		.178**		SIMD		.173**
	Age	.042	-.086		Age	.040	.009
2	SSoS	.039	-.016	2	SSoS	.046	-.099
Curiosity (n = 328)				Independent Mastery (n = 327)			
1	Gender		.000	1	Gender		-.116*
	SIMD		.159**		SIMD		.113*
	Age	.041	-.165**		Age	.022	-.060
2	SSoS	.040	.046	2	SSoS	.019	.015

Note: * p<.05 **p<.01

After accounting for pupil demographic characteristics, enrolment in the SSoS did not predict any additional significant variance in the intrinsic motivation composite score or any of the classroom-specific types: *challenge, curiosity,* or *independent mastery*. Of the independent variables entered, the following predicted significant variance in intrinsic motivation scores:

(1) SIMD predicted significant variance in *all* types of intrinsic motivation; with increasing SIMD scores, intrinsic motivation increased, (composite: $\beta = .178$, $p < .01$; *challenge*: $\beta = .173$, $p < .01$; *curiosity*: $\beta = .159$, $p < .01$; *independent mastery*: $\beta = .113$, $p < .05$);
(2) Age was a significant predictor of variance in *curiosity*; younger pupils reported higher curiosity ($\beta = -.165$, $p < .01$);
(3) Gender was a significant predictor of variance in *independent mastery*; boys reported higher independent mastery ($\beta = -.116$, $p < .05$).

Therefore, all other demographic characteristics that were accounted for predicted one or more types of intrinsic classroom motivation, while enrolment in the SSoS did not. Given programme documents and the emphasis on *transferrable* skills, it is somewhat unexpected that enrolment in the programme did not predict any types of intrinsic motivation. However, taking into account interviews with staff members, it is perhaps more expected that enrolment would predict aspects of extrinsic motivation, as many staff members described enrolment as key to increasing pupil motivations to attend school and improve their attitudes toward school in general, but possibly not for the specific classroom behaviours measured.

Extrinsic Classroom Motivation

As previously mentioned, this analysis used the composite score for extrinsic motivation as well as each of the categories for criterion variables (*easy work, dependence on teacher(s),* and *pleasing teacher(s)*). Each separate regression analysis, using the Enter method, placed gender, SIMD, and age into the model and then SSoS enrolment to investigate whether or not this enrolment could predict any

variance in the criterion variables (extrinsic motivation scores). The results of this analysis are included in Table 3.6b.

Table 3.6b. Linear regression analysis predicting extrinsic motivation from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Final β	Enter	Variable added	ΔR^2	Final β
Extrinsic Motivation Composite (*n* = 328)				Easy Work (*n* = 328)			
1	Gender		.092	1	Gender		.090
	SIMD		-.093		SIMD		-.183**
	Age	.011	.005		Age	.047	.072
2	SSoS	.009	.031	2	SSoS	.046	.053
Dependence on Teacher (*n* = 328)				Pleasing Teacher (*n* = 328)			
1	Gender		.132*	1	Gender		-.070
	SIMD		.013		SIMD		.024
	Age	.013	-.075		Age	-.005	-.005
2	SSoS	.011	-.025	2	SSoS	-.007	.035

Note: * p<.05 **p<.01

The results of this analysis were similar to those for intrinsic motivation. After accounting for pupil demographic characteristics, SSoS enrolment was not found to be a significant predictor of extrinsic motivation. In fact, only SIMD was found to significantly predict *easy work* ($\beta = -.183$, $p < .01$); with decreasing SIMD scores, reports of motivation for *easy work* increased. This is perhaps a surprising finding because as previously mentioned, many staff members directly attributed increases in motivation toward school to enrolment in the SSoS, although again, perhaps not to specific classroom behaviours. This finding will be discussed further in Chapter 4.

Self-Esteem/Self-Efficacy

Sections 2 and 3 of the pupil questionnaire measured global self-esteem and generalised self-efficacy, respectively. Composite scores for self-esteem and self-efficacy were used as criterion variables for this regression analysis. Following the entry of the criterion variables, gender, SIMD, and age were entered into the model. This was followed by the entry of SSoS to investigate whether enrolment in the programme predicted any additional variance than could be explained by demographic characteristics. The results of this analysis are presented in Table 3.7.

Table 3.7. Linear regression analysis predicting self-esteem and self-efficacy from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Final β	Enter	Variable added	ΔR^2	Final β
Self-Esteem (n = 322)				Self-Efficacy (n = 326)			
1	Gender		-.263**	1	Gender		-.198**
	SIMD		.184**		SIMD		.200**
	Age	.131	-.057		Age	.091	.069
2	SSoS	.147	-.144**	2	SSoS	.098	-.101

Note: * p<.05 **p<.01

In contrast to classroom motivation, enrolment in the SSoS was a significant predictor of self-esteem scores (R^2 = .147, β = -.144, p < .01). In fact, after a review of self-esteem scores, no pupil who was enrolled in the SSoS, girl or boy, reported what was considered low self-esteem (scores between 10 and 20). In addition to this, gender (β = -.263, p < .01) and SIMD (β = .184, p < .01) were also significant predictors of variance in self-esteem scores; girls reported lower self-esteem and increasing SIMD predicted higher self-esteem. This is an expected result as much of the SSoS documentation emphasises the programme's ability to enhance self-esteem; however it is unclear what mechanisms are leading to this difference in scores.

In contrast, enrolment in the SSoS was not a significant predictor of variance in self-efficacy scores. However, as with self-esteem, gender ($\beta = -.198$, $p < .01$) and SIMD $\beta = -.200$, $p < .01$ were both also significant predictors of self-efficacy; girls reported lower self-efficacy and increasing SIMD scores predicted higher self-efficacy. It is interesting that enrolment did not predict variance in self-efficacy, as according to the literature, sport participation is often attributed to improvements in self-efficacy, however this could be because this questionnaire measured generalised self-efficacy rather than a sport-specific self-efficacy. This notion will be discussed further in the following chapter: Discussion.

Self-Attributes

For each attribute, both the confidence and the importance scores from Section 4 of the pupil questionnaire were entered separately into the regression model. As with the previous regression analyses, gender, SIMD, and age were entered into the model first, and SSoS enrolment was entered second to investigate if any additional variance in those scores could be explained by this enrolment. Table 3.8 displays the results of the analysis.

Table 3.8. Linear regression analysis predicting confidence in and importance of each developmental attribute from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Final β	Enter	Variable added	ΔR^2	Final β
Intelligence Confidence (n = 328)				Intelligence Importance (n = 328)			
1	Gender		-.056	1	Gender		.000
	SIMD		.144**		SIMD		.267**
	Age	.025	.091		Age	.067	.001
2	SSoS	.029	-.086	2	SSoS	.071	-.087
Social Skills Confidence (n = 326)				Social Skills Importance (n = 328)			
1	Gender		.065	1	Gender		.112*
	SIMD		.073		SIMD		.145**
	Age	.000	-.020		Age	.067	-.040
2	SSoS	.004	-.087	2	SSoS	.071	-.098
Athletic Ability Confidence (n = 328)				Athletic Ability Importance (n = 328)			
1	Gender		-.172**	1	Gender		-.186**
	SIMD		.119*		SIMD		.078
	Age	.085	.076		Age	.075	.001
2	SSoS	.228	-.398**	2	SSoS	.167	-.321**
Leadership Confidence (n = 326)				Leadership Importance (n = 328)			
1	Gender		-.033	1	Gender		-.058
	SIMD		.050		SIMD		.049
	Age	.002	.028		Age	.005	.057
2	SSoS	.039	-.209**	2	SSoS	.028	-.169**
Teamwork Confidence (n = 328)				Teamwork Importance (n = 326)			
1	Gender		-.062	1	Gender		-.138*
	SIMD		.069		SIMD		.087
	Age	.006	.012		Age	.031	-.016
2	SSoS	.015	-.116*	2	SSoS	.041	-.120*

Table 3.8 (continued). Linear regression analysis predicting confidence in and importance of each developmental attribute from gender, SIMD, age, and enrolment in SSoS.

Enter	Variable added	ΔR^2	Final β	Enter	Variable added	ΔR^2	Final β
Behaviour Confidence (*n* = 328)				Behaviour Importance (*n* = 328)			
1	Gender		.044	1	Gender		-.015
	SIMD		.205**		SIMD		.216**
	Age	.035	.020		Age	.044	-.060
2	SSoS	.038	-.083	2	SSoS	.041	-.017
Time Management Confidence (*n* = 328)				Time Management Importance (*n* = 328)			
1	Gender		.005	1	Gender		-.054
	SIMD		.133*		SIMD		.173**
	Age	.013	.071		Age	.036	.106
2	SSoS	.010	-.019	2	SSoS	.036	.062
Perseverance Confidence (*n* = 328)				Perseverance Importance (*n* = 328)			
1	Gender		-.120*	1	Gender		-.050
	SIMD		.198**		SIMD		.185**
	Age	.060	-.004		Age	.040	.066
2	SSoS	.070	-.116*	2	SSoS	.064	-.171**
Work Ethic Confidence (*n* = 328)				Work Ethic Importance (*n* = 328)			
1	Gender		-.010	1	Gender		-.094
	SIMD		.183**		SIMD		.204**
	Age	.034	-.032		Age	.062	-.003
2	SSoS	.046	-.127*	2	SSoS	.088	-.179**
Respect for Others Confidence (*n* = 328)				Respect for Others Importance (*n* = 328)			
1	Gender		.065	1	Gender		.105
	SIMD		.079		SIMD		.108*
	Age	.013	-.112*		Age	.027	-.118*
2	SSoS	.010	.008	2	SSoS	.027	-.048

These regression analyses supported Hypothesis 3 in that enrolment in the SSoS was found to be a significant predictor of variance (in this case, higher scores) in the following attributes:

(1) Confidence in *athletic ability* ($R^2 = .228$, $\beta = -.398$, $p < .01$);
(2) Importance of *athletic ability* ($R^2 = .167$, $\beta = -.321$, $p < .01$);
(3) Confidence in *leadership* ($R^2 = .039$, $\beta = -.209$, $p < .01$);
(4) Importance of *leadership* ($R^2 = .028$, $\beta = -.169$, $p < .01$);
(5) Confidence in *teamwork* ($R^2 = .015$, $\beta = -.116$, $p < .05$);
(6) Importance of *teamwork* ($R^2 = .041$, $\beta = -.120$, $p < .05$);
(7) Confidence in *perseverance* ($R^2 = .070$, $\beta = -.116$, $p < .05$);
(8) Importance of *perseverance* ($R^2 = .064$, $\beta = -.171$, $p < .01$);
(9) Confidence in *work ethic* ($R^2 = .046$, $\beta = -.127$, $p < .05$); and
(10) Importance of *work ethic* ($R^2 = .088$, $\beta = -.179$, $p < .01$).

However, one, or in some cases two, of the other independent variables could also significantly predict some of the variance in an attribute score. The following describes the attributes where enrolment in the SSoS predicted a variance in that score, but other variables entered in the model could also predict variance in that score:

(1) Variance in 'confidence in *athletic ability*' could also be predicted by SIMD ($\beta = .119$, $p < .05$) and gender ($\beta = -.172$, $p < .01$), however, demographic characteristics could only predict 8.5% of the variance while enrolment in the SSoS could predict 22.8% of the variance.
(2) Variance in 'importance of *athletic ability*' could also be predicted by gender ($\beta = -.186$, $p < .01$), however, differences in demographic characteristics could only predict 7.5 % of the variance in the importance of this trait, while enrolment in the SSoS could predict 16.7% of the variance.
(3) Variance in the 'importance of *teamwork'* could also be predicted by gender ($\beta = -.138$, $p < .05$).

(4) Variance in 'confidence in *perseverance'* could also be predicted by gender ($\beta = -.120$, $p < .05$) and SIMD ($\beta = .198$, $p < .01$).
(5) Variance in 'importance of *perseverance*' could also be predicted by SIMD ($\beta = .185$, $p < .01$).
(6) Variance in 'confidence in *work ethic'* could also be predicted by SIMD ($\beta = .183$, $p < .01$).
(7) Variance in 'importance of *work ethic*' could also be predicted by SIMD ($\beta = .204$, $p < .01$).

These findings highlight an important aspect regarding the individual differences of pupils enrolled. Most importantly, differences in demographic characteristics are also factors in PYD and enrolment in the SSoS is not the only factor that determines PYD. However, in every instance, more variance in the characteristic score could be explained by enrolment in the programme versus any of the other demographic characteristics. Therefore, while these characteristics were a factor, it appears that there is a mechanism associated with enrolment in the SSoS that also has an effect on PYD scores.

3.3.4 HYPOTHESIS 4

The final hypothesis predicted that S1 pupils, who began their SSoS participation at the beginning of the school year (at the time of the T1 administration) and participated for 9 months in the SSoS, before the T2 administration, would report the larger increases in PYD scores from T1 to T2 as opposed to those who were not enrolled in the SSoS. Hypothesis 4 was supported by the findings, but only for a limited number of characteristics. To carry out this analysis, separate ANCOVAs were conducted, all co-varying for gender, SIMD, and age, with now *an additional co-variant of T1 scores* of each of the criterion variables. This provides a critical test of the effect of programme enrolment as it takes into consideration individual differences that may have been present at T1. The results of this analysis can be found in Table 3.9.

Table 3.9. Analysis of S1 differences in PYD characteristics (T2) (co-varying for age, gender, SIMD, and T1 Scores).

		SSoS		nSSoS			
		M	SD	M	SD	*F*	η_p^2
IM		45.61	7.28	47.36	8.51	.008	.000
EM		41.08	5.70	39.86	6.14	.335	.004
SE		30.13	4.20	29.35	6.36	1.15	012
SEff		32.36	6.25	33.43	5.89	.008	.000
IN	*CONF*	3.45	.904	3.63	.981	.450	.004
	IMP	4.18	.984	4.19	.748	.095	.001
SS	*CONF*	3.46	.942	3.68	1.01	1.21	.012
	IMP	3.90	.982	4.06	.814	.303	.003
AA	*CONF*	4.05	.846	3.29	1.17	6.29*	.057
	IMP	4.33	.971	3.60	1.01	10.24**	.090
LD	*CONF*	3.49	1.19	3.25	1.18	1.26	.012
	IMP	3.58	1.04	3.14	1.08	4.88*	.045
TW	*CONF*	3.78	.947	3.81	.873	.007	.000
	IMP	4.03	.959	3.91	.919	.556	.005
BH	*CONF*	3.95	.932	3.99	.860	.038	.000
	IMP	4.18	.931	4.33	.829	.504	.005
TM	*CONF*	3.15	1.05	3.41	1.16	2.18	.021
	IMP	3.55	1.15	3.49	1.01	.232	.002
PS	*CONF*	3.49	.823	3.64	.979	1.08	.010
	IMP	4.00	.934	3.81	.944	2.56	.024
WE	*CONF*	3.93	.797	3.84	.911	.742	.007
	IMP	4.33	.859	4.03	.932	2.83	.026
RO	*CONF*	4.23	.862	4.44	.673	.126	.001
	IMP	4.63	.705	4.71	.568	.091	.001

Note: * p<.05, **p<.01, IM = Intrinsic Motivation, EM = Extrinsic Motivation, SE = Self Esteem, SEff = Self-Efficacy, IN = Intelligence, SS = Social Skills, AA = Athletic Ability, LD = Leadership, TW = Teamwork, BH = Behaviour, TM = Time Management, PS = Perseverance, WE = Work Ethic, RO = Respect for Others, *CONF*= confidence, *IMP* = importance

Findings in Table 3.9 partially support Hypothesis 4 as S1 pupils enrolled in the SSoS reported significantly higher confidence in and importance of *athletic ability* over time; ($F(1,110) = 6.29$, $p<.05$, $\eta_p^2 = .057$, $F(1,110) = 10.24$, $p<.01$, $\eta_p^2 = .090$). In addition to this result, pupils enrolled also reported higher importance of *leadership* over time ($F(1,110) = 4.88$, $p<.05$, $\eta_p^2 = .045$). These findings allude to two major outcomes of the SSoS that will be discussed further in Chapter 4.

3.3.5 Summary of Phase 2 findings

While the Phase 2 findings that were presented are extensive, they are by no means an exhaustive list of findings from this phase. Fielding and Fielding (2008) recommend that only findings that best explain or answer the RQs should be included in a findings chapter. Under the hypothesis headings, this section of findings directly addressed the first RQ:

> *Do pupils who participate in a curricular sports programme, as opposed to those who do not, report different levels of PYD characteristics?*

Given the findings that are presented, there are four main findings that will be discussed in Chapter 4: Discussion:

(1) Pupils, who were enrolled in the SSoS, consistently reported higher levels of confidence in and importance of *athletic ability*, *leadership*, and *teamwork*. In addition, *self-esteem, perseverance*, and *work ethic* were also associated with enrolment in the SSoS.

(2) In addition, enrolment in the SSoS predicted higher levels of PA&S per week. Only SIMD scores also predicted involvement in PA&S. Gender and age differences did not predict levels of PA&S and neither gender, age, or SIMD predicted involvement in other ECA, however, *not* enrolling in SSoS predicted higher levels of other ECA participation.

(3) Correlation analysis between each characteristic and time spent in PA&S and ECA as well as SIMD scores, revealed that while *self-esteem*, *intelligence*, *behaviour*, and *work ethic* were correlated with SIMD scores, *self-efficacy*, *athletic ability*, and *perseverance* were correlated with PA&S participation. Only *intelligence* was correlated with ECA participation.

(4) Over time, pupils enrolled in the SSoS reported higher levels of confidence in and the importance of *athletic ability* as well as the importance of *leadership* as compared to pupils not enrolled. These differences were statistically significant.

3.3.6 INTERIM PHASE B

These findings indicated that there were statistically significant differences between certain PYD characteristics in enrolled *vs.* non-enrolled pupils and that these differences, in some cases, could also be attributed to gender, SIMD, and age differences. This was a very important aspect to this study as this finding provided the essential basis for the purposive sampling strategy used to select pupil interview participants.

To explore these group differences, the interview participants were selected by 'matching' demographic characteristics. For example, a boy who was selected for interview and was enrolled in the SSoS, was 'matched', based on gender and SIMD, with another participant. The most difficult matches were the female participants as from the initial tick box of pupils willing to be interviewed, there were no females available that were enrolled in the programme and had low SIMD scores (See Section 2.28 Purposive Sampling Strategy for more detailed information).

In addition to the purposive sampling strategy, this analysis also suggested specific characteristics that were enhanced by enrolment in the SSoS. More specifically, *athletic ability*, *leadership,* and *teamwork* were three characteristics that consistently

appeared in association with enrolment in the programme. Therefore, specific interview questions were tailored to discover possible insights into these findings and illuminate any differences in perspectives between pupils enrolled and not enrolled in the SSoS as well as between girls and boys.

3.4 Phase 3 Findings

3.4.1 Introduction

This final phase of data collection was designed as an *explanatory* phase that aimed to add further detail and explanation to the findings from the previous 2 phases. Twelve pupil interviews (6 enrolled, 6 not enrolled; 8 boys and 4 girls; *M* age= 12.5 years) were conducted, each pupil with varying experiences of the SSoS programme (See Table 3.10 for further detail). Through an extensive analysis process, drawing on principles of Constructivist Grounded Theory (Charmaz, 2006), categories and finally themes were formed using both inductive and deductive techniques. These two main themes were: "*Exclusivity and Privilege*: The role of being selected (or not) into the SSoS" and "*Participation for Prowess*: Sport-plus approaches and reinforcing the importance of athletic ability and success" were both grounded in relevant literature and emerged through conversations with pupils in this phase. These themes also drew on findings of previous phases and the subsequent explanations provided by the participants. Both of these themes are imperative to answering the RQs, specifically question two:

> *If so, for whom, in what context, and why?*

Table 3.10. Profiles of interview participants.

Name	Year Group	Gender	SIMD	Enrolment?	Years of En.
Brian	S2	M	6.28	Y	2
David	S2	M	6.28	N	n/a
Duncan	S2	M	2.73	Y	2
Daniel	S2	M	2.73	N	1 (in s1)*
Patrick	S2	M	2.73	Y	1
Thomas	S2	M	2.73	N	n/a
Michael	S2	M	2.82	Y	2
Liam	S2	M	7.44	N**	n/a
Lauren	S2	F	9.13	Y	1
Maggie	S2	F	.106	N	n/a
Elizabeth	S2	F	7.76	Y	1
Yvonne	S2	F	.099	N	n/a

*Notes: *was previously enrolled and had withdrawn at the time of the study; **trialed for the programme but was unsuccessful*

3.4.2 FINDINGS FROM PREVIOUS PHASES

The previous two sections of this chapter have outlined findings from Phases 1 and 2 of data gathering. These phases have helped to illuminate the context of the SSoS programme; the perceptions of staff members regarding the impact of this programme on its participants; and, in the case of Phase 2, suggested that there is empirical evidence that the reported PYD of pupils enrolled in the programme and pupils not enrolled are statistically different. Although a great deal of insight was obtained from these previous phases, they have not yet begun to explore the perspectives of the participants themselves nor the perspectives of pupils not enrolled in the programme. In Phase 1, compelling evidence from staff perspectives suggested that programme participation was having direct positive effects on pupil behaviour,

attendance, and academic performance. The SSoS documents themselves emphasised the goal of fostering these positive effects through the 'transfer' of skills such as teamwork and leadership to other areas of pupil's lives. In addition, empirical findings from Phase 2 suggest that pupils enrolled in the SSoS *do* report higher levels of certain PYD characteristics, in particular the confidence in and the importance of *athletic ability, leadership, and teamwork,* and over time pupils enrolled reported higher levels of confidence and importance of *athletic ability* as well as the importance of *leadership*.

3.4.3 THE CURRENT PHASE

Taking these previous findings into account, the pupil interview schedule (Appendix O) was constructed to explore further the findings from the previous phases but also to draw comparisons between themes prevalent in sport participation and PYD literature. For example, pupils were asked directly about their feelings regarding the SSoS. These types of questions were aimed at discovering the aspects of the programme the pupils felt were most important to them, but also if the structure and deliverance of the programme could account for differences found between the reported PYD of those enrolled and those not enrolled. These questions were based on the Phase 2 findings but also principles related to the *ASPM* (Fraser-Thomas, Côté, & Deakin, 2005). Further detail on the interview schedule considerations can be found in Section 2.27.

3.4.4 THE FORMATION OF THEMES

Themes were identified through an extensive coding and comparison process that used principles from Charmaz's (2006) Constructivist Grounded Theory approach. Further detail on this coding process is provided in Section 2.30.2. The two themes identified emerged from a detailed process of combining codes into categories and subsequently into overarching themes. An example of this coding process can be found in Appendix S.

3.5 Theme 1: Exclusivity and Privilege: *The role of being selected (or not) into the SSoS*

"It's a privilege to be in it"

The first theme, *Exclusivity and Privilege: the role of being selected (or not) into the SSoS* was a theme that emerged through several coding cycles. Both enrolment groups, those enrolled and those not enrolled in the SSoS discussed the notion of 'exclusivity' in relation to the SSoS. On one hand, those who were enrolled felt proud they were selected into a programme that, in their words, *"not everyone could be a part of"*, while the pupils not enrolled felt this 'exclusivity' created an environment where some pupils were labelled as *"better than others*."

Extensive analysis of the interviews revealed that this environment of 'exclusivity' was created by two factors. The first factor was the pupil's initial perception of the programme. All pupils who were interviewed expressed their feelings that the SSoS was a unique programme and the school was *"lucky to have it"* (Duncan, SoF) as not every school in Scotland is afforded these opportunities. The second factor, the trial process for the programme, reinforced pupil's initial perceptions of the programme by further emphasising the 'special' opportunity afforded to them if they should be selected. These two factors provided the basis for the differences in outcomes experienced by the pupils; crucially, if the pupils did not have such positive perceptions of the programme, the subsequent success in the trial process may not have had the same effect.

In addition to the two factors influencing this first theme, there were three distinct 'streams' of responses that influenced the types of responses the pupils gave. These three streams related directly to programme selection: (1) being selected, (2) not being selected, and (3) never trialled for the programme. Each of these three streams of responses included very different responses relating to the subthemes. The following section will discuss these two factors and their influence on the theme, especially for pupils selected and not selected into the SSoS.

Furthermore, the two sub-themes, 'self-validation' and 'sense-of-belonging', related to all three streams of responses that emerged from the analysis. The first, 'self-validation' was prevalent throughout all of the interviews. For pupils enrolled in the SSoS, the trial and subsequent selection into the programme were important for the process of 'self-validation'. In other words, being 'selected' impacted their notions of self-worth for that particular domain—in this case, sporting ability. On the other hand, one pupil who trialled and was not selected expressed a diminished sense of self-worth as athletic ability was a domain of contingency for him. Not being selected left lingering feelings of failure and led to the pupil's dropout from the sport altogether. In the case of the third stream, the pupils that had never trialled, their self-worth was not effected, as they did not engage in the self-validation process of trialling for the SSoS. These pupils expressed indifference toward to the programme and while they felt that the programme was a 'good' thing for the school, they were not particularly interested in being a part of it. This 'self-validation' process was very similar to findings from Crocker and Park's (2004) previous research with undergraduates. This process is described in-depth in Section 1.5.3.

The second sub-theme, 'sense-of-belonging' related to the way in which pupil's from each of the three different streams described the school's sporting accomplishments. Pupils who were *selected* into the programme felt a greater sense of belonging to the school—taking ownership of the school's sporting successes while pupils not selected or who had never trialled expressed feelings of not belonging or not being part of the sporting accomplishments of the school.

Figure 3.1 illustrates the overarching theme and the two sub themes. These themes are organised into three streams that impacted the manifestation of these themes [being selected, not being selected, or never trialling for the programme]. The box surrounding the 'selected' and 'not selected' sections indicates the importance of the two factors mentioned previously: (1) the pupil's initial perceptions of the programme and, (2) the trial process. These factors were essential to understanding the developmental outcomes of the selection process for the pupils.

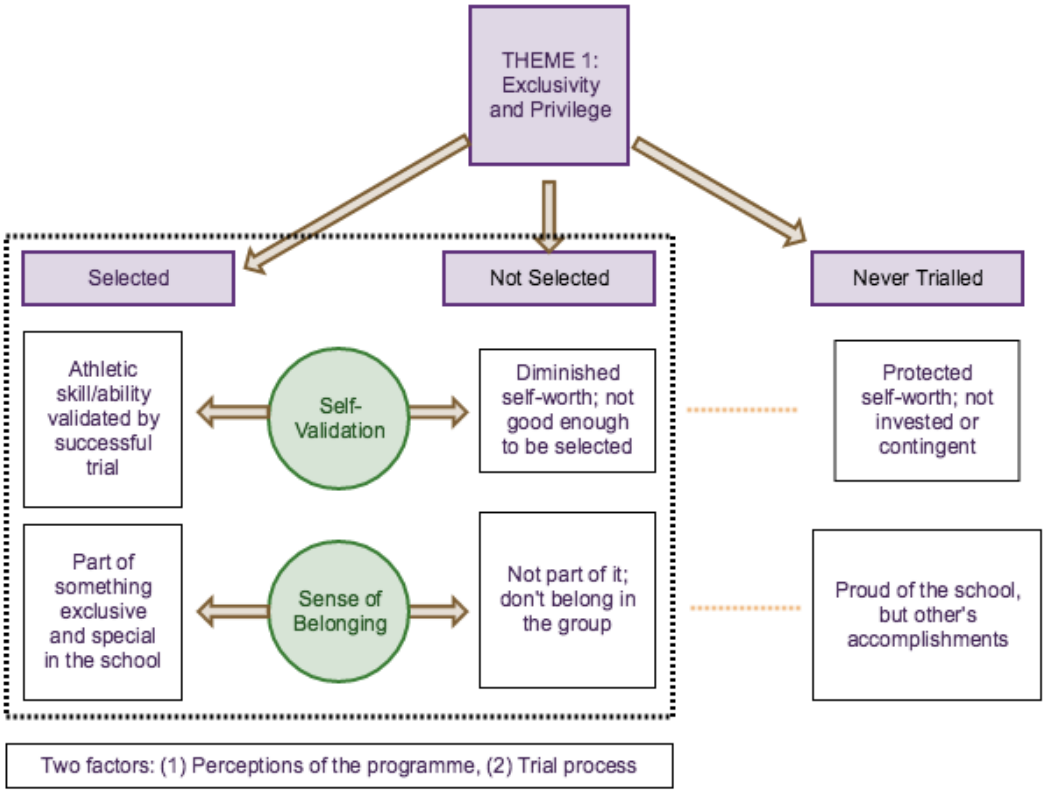

Figure 3.1. Theme 1: Exclusivity and Privilege: the effect of being selected (or not) into the SSoS.

3.5.1 Factors influencing Theme 1

As previously mentioned, there were two factors that influenced the first theme. Both factors, the perception of the programme and the trial process proved to be an important starting point for understanding the influence the programme could possibly have on pupil development. For example, the pupils enrolled felt that the SSoS was something they *wanted* to be a part of because it was a unique and special opportunity. Pupils not enrolled also expressed feelings of pride that their school could offer such programmes. Some of the pupils enrolled suggested reasons they felt this programme was such a special opportunity, such as Michael who explained that being selected was a *"once in a lifetime opportunity"* because *"you've got a good coach and he is a professional"*. These reasons will be revisited later on in this section.

The second factor, the trial process, was an unexpected influence on the pupils. When asked about the SSoS all of the pupils enrolled first started by explaining their experience of the trial process. From previous phases of this research, the details of trial process were still largely unknown. At the time of the study there were no specific selection criteria published. From conversations with staff and the analysis of published SSoS documents, it was found that the trial process begins with a recommendation form from a pupil's P7 teacher and then a series of practical 'trials' are held at the school, with some sports having several rounds of trials. After the trials, a select number of pupils are invited to apply to enrol in the programme. The process may begin with upwards of 150 pupils, dwindling down to a mere 15 in the end. Although staff members expressed that some degree of practical ability was necessary they specifically emphasised that other factors would be taken into account in programme selection. However, with no published criteria it is difficult to discern how pupils were selected in the final instance. For the pupils, both those selected and those not, the selection process was integral in both the 'self-validation' process and their feelings of belonging to the school.

3.5.2 SUBTHEME 1: SELF-VALIDATION

Crocker and Park (2004) describe the phenomenon of 'self-validation' through their research on what they call the 'contingencies of self-worth' (see Section 1.5.3 for further detail). In terms of the SSoS, the trial process served as a self-validating process for the pupils who were highly invested in the domain of athletic ability. For these pupils, being *selected* protected their self-worth and provided a self-validation event. These self-validation events have the potential to lead to enhancements in the evaluations of self-worth and importantly, increased confidence in that domain (Crocker & Knight, 2005; Crocker & Park, 2004). Unfortunately, the other side of this experience is a diminished sense of self-worth that was felt by a pupil who was not selected into the programme. Liam, who had trialled for the SoB but was unsuccessful, felt lingering feelings of failure associated with related to not being selected. In this case, Liam's unsuccessful trial led to diminished evaluations of self-worth and confidence in this highly-invested area.

Crocker and Park (2004) also described the outcomes for people who are not highly invested in a certain domain. In relation to this study, pupils who had never trialled for the programme did not expressed diminished self-worth in relation to the programme. A majority of the pupils who had not trialled were indifferent about the SSoS, for example Thomas explained, *"I don't really feel nothing about it (the SSoS). It's got nothing to do with me."*

Being selected: *A self-validating event*

Without published selection criteria, it was difficult to know before the interviews how the pupils were selected into the programme. Therefore, I wanted to explore this further in my conversations with pupils.

As previously mentioned, pupils who were enrolled in the SSoS described feeling 'proud' at being selected into the programme. Interestingly, conversations with all of the pupils enrolled focused on the trial process, and subsequently their successful trial. The discussions then naturally led to questions regarding *why* they felt they had been selected, above others, into the programme. When asking, *"How does it feel to be part of [the SSoS]?"* Duncan, a pupil enrolled, responded, *"It's actually quite a privilege to be in it. In first year, there's like more than 60 or 70 who come to [the trials] and only like 15,16 go in, so yeah, it's quite a big moment"*. This example illustrates a typical response received when asking the pupils who were enrolled about the SSoS. Furthermore, Duncan was asked why he felt he was chosen for the programme, in which he attributed selection to the fact that he *"tried hard"* and *"worked hard"* during the trial. Although Duncan attributed SSoS selection to aspects other than sporting ability, some pupils enrolled felt that sporting ability was a large factor in selection. For example, when asked how other pupils may feel who trialled for the programme but were not successful, Patrick responded with, *"Eh, they must feel quite sad. Because they aren't good enough like"*.

Not being selected*: A failure in a highly-invested domain*

"They weren't good enough"

Perhaps the most informative interview in understanding the trial process was conducted with Liam, the pupil who was unsuccessful in his trial for SoB. While pupils who were selected felt the aforementioned enhancements in self-worth after selection, Liam expressed great disappointment in not being selected. When asked why he felt he was unsuccessful he suggested that it was possibly because he lacked the requisite athletic skills:

> Interviewer: Okay, did you apply for any of the Schools of Sport?
> Liam: I applied for basketball, but they never accepted me.
> Interviewer: Okay. How did that feel when you didn't get accepted?
> Liam: I was really upset and just thought I wasn't good enough.

The idea of not being 'good enough' is described by both Patrick and Liam in different enrolment contexts. In the case of Liam, the topic of his SSoS trial disappointment was returned to later in the conversation where he provided more detail:

> Interviewer: (referring to the SSoS) So how do you feel about it now?
> Liam: I feel like, I think I might have overreacted maybe about just being angry. I should've just kept at it. I should've just kept at basketball but I haven't…I think I've got a lot better but I've still a long way to go. Because at this school there are people a lot better than me.

In addition to explanation given by Liam, one pupil who was successful, Lauren, described her friend's unsuccessful trial:

> Lauren: Em, well before one of my friends, she wasn't in it. But she came in, in the middle of the year because she like progressed and the teacher saw that so they added her. But before she was quite upset that she wasn't in it…
>
> Interviewer: Okay, so what do you mean—you said she progressed and then they added her? What does that mean?

> Lauren: Em, he saw her improve when we went to Wednesday mornings, like she got faster, cause she used to not be a very keen swimmer. But then, em, cause we did more and more she'd get better technique and everything. And he saw that and we told him.

The anecdote above provides an example of both Lauren's perception of why her friend was unsuccessful *("she wasn't a keen swimmer")* and of why she may have then been added to the SoSw later on in the year (because *"she progressed"* and *"got faster"*). Lauren's perception was that her friend had been initially unsuccessful because of her swimming ability and with more practice she had improved. This perception must be treated with caution however, because without specifically discussing this with the director of the SoSw, it is difficult to discern if her friend's ability was indeed the sole reason for the initial unsuccessful trial. However, this was Lauren's perception of the trial process. Liam also had this perception in where he concluded that he was not offered a place in the SoB because he *"wasn't good enough"*. Regardless of the published programme aims and staff perceptions, the pupils interviewed perceived the trial process and subsequent selection to be based, at least partly on athletic ability and skill.

Never trialled: *Protected self-worth*

Pupils who never trialled for the programme did not invest their self-worth in the success or the failure of the trial process. Many of the pupils who never trialled for the programme expressed that they "weren't bothered" by not being part of the SSoS. For example, when David was asked how it felt to not be a part of the SSoS he replied, *"em, I don't really care, really"*. In addition, Thomas explained that he was not interested in the SSoS and that he *"preferred computer games."* These findings are consistent with Crocker and Park's (2004) research that self-worth is protected by not investing heavily in certain domains that a person is not interested in. Therefore, subsequent failures in these domains would have less severe effects on self-worth. For example, pupils who never trialled, regardless of whether or not they were interested, never experienced failure during a crucial self-validation event, therefore their self-worth remains intact.

3.5.3 SUBTHEME 2: SENSE-OF-BELONGING

The second theme, 'sense-of-belonging' emerged through conversations about the school's sporting accomplishments. Pupils used subtle differences in language when asked to describe the trophy cabinet (in Photograph 1, Appendix N), which all of the pupils first identified as including sporting accomplishments only. These subtle differences suggested a differing perspective regarding the 'ownership' of school achievements, based on whether or not they participated in the SSoS.

At the beginning of every interview, participants were shown pictures of different areas of the school and were asked to comment on these photographs and explain their feelings about them. Photograph 1 was of the school's trophy cabinet, a common sight the pupils would encounter upon entry into the school. While the initial rationale for including these photographs was to gain rapport with the pupils and to develop discussion using familiar topics, a common theme that emerged from these discussions, particularly with the trophy cabinet photograph, was that there were two distinct ways that pupils described these accomplishments. These differences were related to whether or not they were selected in the SSoS. Pupils who were selected in the SSoS expressed a much greater feeling of ownership of these accomplishments than those who were not selected or never trialled. In addition, there were subtle differences in language that were apparent in the pupil's descriptions where they included, or did not include, themselves as part of the collective 'school'. For example, when discussing these accomplishments, pupils selected used the first person plural "we" as opposed to the third person "they", which was more often used by pupils who were not selected or never trialled. These language choices indicated differing levels of ownership of these accomplishments.

Being selected: *The trophies "we've won"*

In addition to the differences in language, when asked how seeing the accomplishments made them feel the pupils enrolled described feelings of belonging to the school. For example, Michael explained that the trophies made him feel like he was "*a part of something"* and Elizabeth explained that it made her feel *"quite proud*

because I'm a part of this school and to see all the achievements that we've won." Furthermore, Patrick and Elizabeth, both enrolled in the SSoS, described seeing *"trophies we've won"* and commenting, *"It's nice to look at all the things we have actually won"*, respectively. In these exchanges, the pupils use the first person plural 'we' to describe the collective school, including themselves as part of the group that has won the trophies.

Not being selected: *"What they've won"*

Although pupils who were enrolled in the SSoS used the first person 'we' to include themselves as part of the 'group' that won the trophies for the school, the pupil who was not selected used the third person 'they' to describe the school's accomplishments. For example, Liam, explained that in Photograph 1 he saw *"a lot of awards, about how like the school is developing their sports and what they've won"*. In addition to this subtle difference in language, Liam was also asked how it felt to not be a part of the programme, in which he replied, *"It feels like, well I hear a lot of people talk about it. And I just feel really like I'm not a part of it and just not accepted by them"*. In this exchange, Liam describes feelings of not 'belonging' to the 'group' based on not being selected into the programme. Liam's situation was quite unique in terms of the rest of the interviewees as he was the only pupil interviewed who had trialled and been unsuccessful. He provided an important insight into the disappointment that some of the pupils may have felt when they were unsuccessful for programme selection, albeit these feelings are impossible to generalise.

In addition to Liam's account of not being selected, some pupils felt that there were not as many opportunities for participation as they would have previously hoped. One of the main elements of programme rhetoric in both the SoF and SoR literature is the idea of inclusion: that these programmes are meant to expand and encourage the participation of a wide-range of pupils, and especially of 'at-risk' groups such as adolescent girls. However, the inclusion of girls in the SSoS was an issue raised by

one of the pupils interviewed who was not enrolled. Maggie expressed her frustration at the lack of opportunities for girls in the following exchange:

> Maggie: I hate the School of Football.
> Interviewer: Why do you hate it?
> Maggie: Cause like in the School of Football, there are only three girls that do it and the rest I boys and then like School of Rugby is the same. So I don't like it, I'd rather be with girls than be with boys.

Maggie's perceptions were reflected by the actual figures on pupil enrolment at the time of the study, as only 4 girls were enrolled in the SoF and 2 girls in the SoR out of 84 who participated in the study (see Appendix R). These concerns are raised countless times in literature and most recently published physical activity statistics (Brown et al., 2015). Furthermore, adolescent girls and pupils from low-income backgrounds are the most likely to be inactive, leading to various serious health issues (Ruiz, 2004). It seems therefore, counterintuitive that a programme designed to promote inclusion and increase participation would fail to increase the participation of these vulnerable groups.

Never trialed: *It has "nothing to do with me"*

For the third stream, never having trialled, there was also a distinct difference in the way pupils described 'belonging' to the school and the way they described school accomplishments. For example, when Thomas was asked how Photograph 1 made him feel he responded with *"nothing"*. This was a very indifferent and striking response and therefore the response was probed further with *"when you see the trophies you don't think anything about it?"*. In response, Thomas explained: *"Well it wasn't me who won it"*. The above statement is an example of the disinterest expressed by pupils who were had never trialled for the SSoS. Pupils who had not trialled for the programme did not express the same feelings of 'not-belonging' that Liam who had been unsuccessful in selection expressed.

In addition to the above exchanges, pupil's use of language in this stream differed from that of the pupils selected. Pupils who had never trialled felt proud of the

school's accomplishments, however they used the third person 'they' to describe these accomplishment. For example, Maggie explained that the trophies made her *"proud of the school…because they won the awards and stuff"* while David said he was *"proud to be part of this school that's successful"*. In addition, Daniel expressed that he was *"quite proud to go—to go to a school that's had so much achievement"*. These exchanges demonstrate the subtle difference in language that pupils who had never trialled used when compared to those who were selected. There was a distinct difference in the way school accomplishments were described as "the school's" rather than including themselves as part of this collective group.

In the literature, 'belonging' is described in a number of ways, however little is known about the underlying mechanisms of 'belonging' in a school context. Researchers such as Goodenow (1993) propose that belonging in a school context reflects "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment" (p. 80). Unfortunately there was little found in the literature directly relating perceptions of school accomplishments and feelings of belonging. These findings do suggest an area for further research.

3.5.4 Summary of Theme 1:

In this theme, it was clear that the exclusivity of the programme was both a major factor in the self-validation felt by those selected as well as the feelings of ownership of school accomplishments expressed by these pupils. However, not being selected was a negative aspect for Liam and potentially other pupils such as Lauren's friend and other groups such as adolescent girls. In other words, those who were selected felt privileged to be selected for a programme they felt was both unique and exclusive where as not being selected brought feelings of failure and 'not belonging'. On the other hand, those who had never trialled expressed indifference towards the school's sporting accomplishments, but overall felt they were a positive aspect of the school.

The emphasis on selection into the programme was a very important aspect of the conversation with the pupils. In most instances, research investigates the *participation* in a sports programme, exhibited by a focus on the structures and trajectories of participation (as in the *ASPM*). However, what was suggested by these interviews is that it may be the actual *selection* into the programme rather than the enrolment or participation itself that could be contributing to the empirical PYD differences found in Phase 2 of this study. In addition, the increase in confidence and the importance of athletic ability may be attributed to the self-validating process of being 'selected' and subsequent advancements in self-worth in this highly invested area (as described by Crocker & Park, 2004).

The aspect of 'belonging' was not an unexpected finding as there was a distinct emphasis place on this aspect in the published aims of the SSoS. In addition "opportunities to belong" is one of the eight characteristics described by the NRCIM (2002) as essential for programmes that foster PYD. It is an interesting finding of this research that these sporting accomplishments are, in the context of this study, described as adding positively to the school ethos, essentially fostering a sense of pride in the overall school. This is especially important given that over the course of the study, emphasis on sporting accomplishments, and in particular elite sport performances, seems to have increased. This emphasis on sporting success was unexpected given the programme aims and staff perceptions of the programme; however, it was a prevalent theme throughout and is thoroughly discussed in the following section.

3.6 Theme 2: Participation for Prowess: *Sport-plus approaches and reinforcing the importance of athletic ability and success*

"People who are here <u>should</u> be good at sport"

When discussing the initial photographs with pupils, the overall feeling was that the large number of sporting accomplishments displayed (in the form of trophies) indicated that pupils who attend the school *"should be good at sport".* Although the idea that the SSoS is seen to be a means of enhancing performance may be anticipated, its evolving emphasis on elite sport performance is a topic that has been raised throughout this thesis and is an aspect that requires further exploration. It was expected, to some degree, that pupils would explain the benefits of the programme as partly related to sport performance; however, it was not expected to be as prominent. Both staff members and programme documents explicitly describe the SSoS as being *for something other than sport*. This notion was not strongly expressed in the pupil interviews.

Levermore (2011) describes sport programmes as having either development 'plus-sport' or 'sport-plus' development approaches. Given the aims of the SSoS, which have been outlined in some detail, as well as staff interviews detailing aims in congruence to the 'plus-sport' approach, it would be expected that pupils would describe developmental activities as part of the programme's design. However, the pupils described the programme as a chance to enhance their athletic skills. Specifically, the pupils felt that the SSoS was a unique opportunity to train with well-qualified coaches and they perceived their classroom learning in the programme as being related mostly to enhancing their athletic performance. In fact, one interviewee, Daniel, a pupil who had withdrawn from the programme, described the SSoS as actually hindering his development, contributing to anger issues and declining academic achievement. This is a striking finding from the interviews and led to a further exploration of pupil experiences of the programme.

Figure 3.2 illustrates the overarching theme and the two sub themes: 'development of PYD characteristics' and 'programme aims'. These themes are organised into two streams that impacted the manifestation of these themes [being enrolled and not being enrolled]. The box surrounding the 'programme aims' subthemes indicates that pupils enrolled were speaking from direct experience of the programme while pupils not enrolled were speaking from their perceptions of the SSoS.

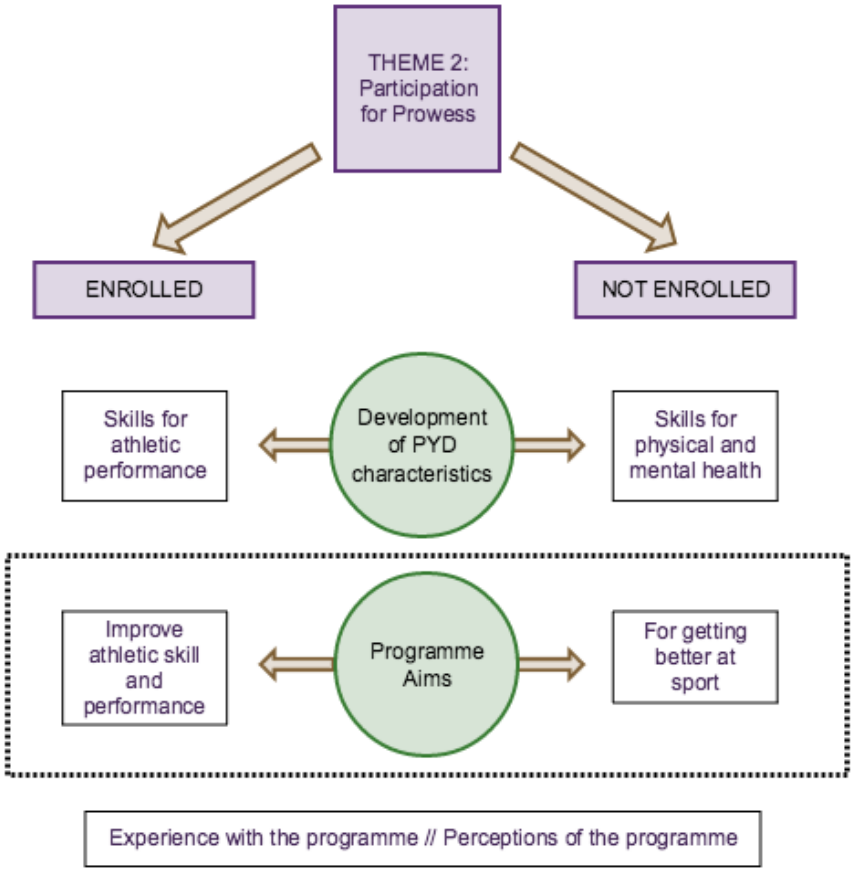

Figure 3.2. *Theme 2: Participation for Prowess: Sport-plus approaches and reinforcing the importance of athletic ability and success.*

3.6.1 Subtheme 1: PYD Characteristics: Sport-contingent development

There was a distinct difference, throughout the interviews with how the pupils enrolled described PYD versus those who were not enrolled in the SSoS. After extensive comparison between the enrolment groups it was clear that pupils who were enrolled in the SSoS were able to describe a greater number of PYD

characteristics than the pupils who were not enrolled. When pupils who were not enrolled were asked to describe PYD, they identified characteristics that are typically associated with projected mood such as appearing *"happy"* or *"not being really stressed"* and having a *"good attitude towards everything"*. In contrast, pupils who were enrolled in the SSoS gave very specific answers regarding many traits associated with PYD such as respect, teamwork, leadership, and work ethic.

Not enrolled: *PYD is "being happy"*

When pupils who were not enrolled were asked the question: *"What do you think are the most important traits for someone to have, if they were developing positively?"*, most pupils responded by attributing positive development to an evaluation of mood. For example, Maggie, a pupil not enrolled in the SSoS responded thus: *"I think they just need to be happy. You know not put themselves down and not feel bad about themselves"*. In this response, Maggie attributed the mood of 'happy' to the 'outcome' of developing positively.

In addition to asking about PYD in general, pupils were asked specifically about teamwork and leadership in the interviews (a design element of the interview schedule seeking to further explain the quantitative findings from Phase 2). The following exchange provides an example of the responses from pupils who were not enrolled:

> Interviewer: Well what about traits like leadership and teamwork? Do you ever learn those or need those?
>
> Liam: Well if you've got a good leader, then like he/she can help you out… lead you through this time if you're in a group. If you can work well with that team…they'll help you *finish the task quicker in the class* [emphasis added].

In the exchange above, Liam, explicitly mentions using these characteristics *in class*; however, this was not as himself as a leader, but as part of a team within the class. This is in contrast to the ways in which pupils enrolled explain these characteristics.

Enrolled: *PYD is for "improving in sport"*

Although pupils who were enrolled in the programme were able to describe specific characteristics such as teamwork and leadership when asked about PYD, they expressed these characteristics as important for *improving in sport*. For example, Duncan explained that if a pupil was developing positively *"they are behaving…they're putting in 100% effort. They are practising and improving and getting better at leadership and confidence."* In this response, Duncan uses two specific characteristics that are commonly associated with PYD in the literature: leadership and confidence (see Holt & Sehn (2012) for further examples). However, when asked about the importance of these characteristics he replied, *"it's important for the team."*

In addition to being asked which characteristics they thought were important, pupils were also asked to explain *why* they thought these characteristics were important. It was during these responses that an emphasis on enhancing sporting performance was revealed. For example, Michael, a pupil enrolled in the SSoS explained that he felt *responsibility* was an important characteristic for someone developing positively. When probed as to why responsibility may be important he responded, *"If you're held captain, you need to be responsible for the actions you do."* This was an unexpected response in the sense that Michael associated 'responsibility' with actions while you are a captain in a sporting environment rather than throughout the school (as is one of the main aims of the SSoS). Michael continued by associating another characteristic, 'respect', with respecting coaches and teammates. He also explained that 'teamwork' was part of what *"you <u>have to do</u> to win a game"*. All of these responses helped to shed light on the differences seen in the reported PYD of different enrolment groups in Phase 2. For the pupils enrolled, characteristics such as responsibility, respect, and teamwork were associated with sport and their performance rather than a broader sense of these terms.

Many of the pupils enrolled responded in similar ways as Duncan and Michael. Therefore, pupils enrolled were explicitly asked if they felt any of these aspects would transfer to the classroom. Brian, a pupil enrolled, replied with *"yeah, because*

if you win, you'll be happier and positive and you'll get on better with your work". In this instance, Brian attributed athletic success to being more 'positive'. In this sense he is not directly describing PYD; however, he is commenting on success or failure in the sporting context as contributing to his mood.

This was somewhat expected subtheme as a majority of the pupils expressed their perceptions that the main focus of the programme was to enhance sport performance. However, the published aims of the SSoS specifically emphasise that although sport is the medium in which PYD skills can be learned, it is the *transferability* of these skills to the classroom and other aspects of pupil's lives that was the main goal of the programme. This notion will be further discussed in the following section.

3.6.2 Subtheme 2: Programme Aims: The perception of a sport-plus approach

In Phase 1, both interviews with staff members and the analysis of programme documents such as the SSoS Programme Handbook (Appendix B), suggested that the SSoS was designed as a development-plus or sport-for-development programme. However, the pupil's perceptions and experiences of the SSoS, both those enrolled and not enrolled, were very different from this designed aim.

Not enrolled: *"You need to do sport"*

Pupils who were not enrolled expressed that the SSoS was for people who *"wanted to be good at sport"*. Pupils such as Thomas described the pupils enrolled in the SSoS as *"sporty people"* and described the programme as *"meaning a lot to the school for sport"*. In addition, Yvonne suggested that offering the SSoS brought a *"very high standard of sportiness"* to the school. When asked how she felt about that aspect, she responded with *"it is a bit in your face and its like 'You need to do sport'"*. She went on to describe the banners included in the school entry way (see Photograph 3, Appendix N) as *"a bit shoutish"*. In other words, she expressed feelings of pressure to be good at sport, in order to be part of the school.

The following exchange exemplifies the pupil's perceptions of the programme and how they felt about the SSoS itself:

> Interviewer: Okay. So you talked about the School of Sport earlier and how it made you proud of something in the school. So, how do you feel about the School of Sport?
>
> David: Em, its good for people *who want to improve in sport*. But then at the same time it shows that *some people are better than other people*.

In the above exchange, David describes his perception of the aims of the programme: it is for people who want to improve in sport. Although this perception does not align with the published aims of the SSoS or staff member perceptions, there is a clear feeling from the pupils not enrolled that the programme is *for improving in sport*.

Enrolled: *"We usually just train for games"*

As previously mentioned, pupils enrolled in the programme had direct experience of the implementation of the SSoS. It was important to understand how the pupils enrolled experienced the programme and whether or not their experiences aligned with staff member perceptions and published aims.

The SSoS Handbook (Appendix B) mentions partnerships with local Universities to deliver educational blocks and planned classroom sessions as part of the SSoS. These classroom sessions were proposed as opportunities for SSoS pupils to enhance their psychological development by learning about topics such as nutrition, bullying, and respectful behaviour. In addition, these sessions would be a means of delivering HWB outcomes. As part of the CfE, HWB across the curriculum is emphasised as a main responsibility of everyone involved in education. Therefore, it would be expected that if the programme aimed to deliver even some of the HWB Experiences and Outcomes, that connections to wider life contexts would be made through these classroom sessions.

However, in the SSoS, pupils only experienced classroom sessions during inclement weather or building-use issues. When asked about planned teaching blocks, pupils enrolled in the SSoS mentioned that they only attended classroom sessions when the weather was too inclement to hold a pitch session or in the case of indoors sports, if the hall was being used. Not only is this is contrary to the structure proposed in the SSoS Handbook, but also to the aims of the respective 'Schools Of' published by the SFA and SRU. The pupils explained that conversations about nutrition had formed part of these rare classroom activities, however, they noted that these discussions had focussed on specialised nutrition for enhancing athletic performance. In addition, discussions on mental health and attitude were perceived by the pupils also to be for improving athletic performance. For example, the pupils explained that aspects such as 'getting angry' in a match or overcoming defeat were prominent discussion points in classroom sessions.

Initially, pupils were simply asked about these classroom sessions. Pupils enrolled, such as Duncan, replied to the question *"Do you ever have classroom sessions?"* with: "*Aye, we do. We have classroom times on, like in mental and what to think in football in the head. And classroom sessions about nutrition and nutrition is quite important*". He was then asked if these classroom sessions occurred often to which he explained: "*Aye quite often, if it was really bad with raining and what not*". These responses indicate that not only did Duncan perceive these sessions as being for the purpose of enhancing performance (what to think in football) but also that these sessions were not necessarily planned in advance (only if it was really bad with raining). While having unplanned classroom sessions due to inclement weather is certainly understandable, the SSoS handbook explicitly includes planned educational blocks as part of the programme's structure. Pupils did not mention classroom sessions other than the spontaneous sessions offered when the weather was poor. For indoor sports, one pupil, Patrick explained that in the one classroom session he could remember from the year, when the hall was being used, that discussion centred around *"different plays"* and strategies for game play.

In addition to Duncan and Patrick's examples, Lauren recalled a session where a "girl from Scottish football" came to the school to discuss eating healthily and working harder in sport. In addition, she described 'talks' given by their coach about eating healthy and how it can improve performance. She did not, however, specifically describe any classroom sessions associated with her 'School Of'. Interestingly, Brian also could not recall any classroom sessions, except one in where they discussed "food and nutrition" explaining that *"you have to be healthy and eat the right things so you can get fit and play better"*. These are all examples of classroom sessions being focused on enhancing athletic performance. These sessions may be working to enhance motivation of pupils to understand healthy eating and nutrition *through* athletic performance; however, this is merely speculation at this time. It is unclear if the pupils are receiving the message of *transferability* that is prominent in other programme discourses.

Perhaps the most interesting response was when Brian was asked about whether any other topics were discussed in the SoR, such as aspects related to PYD, he answered, *"no-- we usually just train for games"*. In this instance Brian was referring to training for the games for the school team, a seemingly different aspect of sport within the school. However, with school sport and the 'Schools Of' often crossed over in conversation, it became clear that the pupils perceived them as two parts of the same entity.

These unclear boundaries were further emphasised by descriptions provided by the pupils of certain successes with school teams during conversations about the SSoS. For example, Lauren described recent success by the school's swimming team but she was unable to describe when the school team trains versus when she attended the SSoS. In addition, both Michael and Duncan discussed development of athletic skills and of their 'football team' as the main aim of the SSoS. They also reported that *all* of the pupils who were enrolled in the SoF also played for the school team and that they are *"one of the best teams in Scotland."*

3.6.3 Summary of Theme 2

There was a significant emphasis on athletic performance and success throughout the interviews. This was a striking finding given the presentation of the SSoS as a "development-plus" programme that aimed to focus first on development and then on sporting performance. It is clear that the perception of the pupils regarding the aims of the programme differed significantly from the staff discourses and published aims. These findings will be further discussed in Chapter 4.

3.7 Summary of Phase 3 findings

Phase 3 served as an *explanatory* phase that provided further depth and description to the previous findings from both Phase 1 and Phase 2. Phase 1 indicated that the SSoS was presented as 'development-plus' programme that put developmental aims before enhancing athletic ability. The Phase 2 findings indicated a clear difference in pupil reports of PYD characteristics, specifically the confidence in and the importance of athletic ability over time. There appeared to be a slight misalignment in the programme aims and developmental outcomes during Interim Phase B, however, these findings needed to be further explored through the pupil interviews. During the development of the interview schedule these notions were taken into account.

The findings from this third phase, reinforced suggestions from the previous phase findings that the SSoS was perhaps focusing on enhancing athletic ability more than originally thought. Overall, all of the pupils interviewed saw the SSoS as exclusive and unique, both for good reasons and bad reasons, depending on whether or not pupils were selected into the programme. The trial process served as a self-validation event for those pupils selected while it led to diminished self-worth and even sport dropout for one pupil. Pupils who never trialled did not experience the same diminished self-worth as they were not highly invested in the domain of sporting ability. Pupils who were selected took greater ownership of the school's sporting accomplishments and expressed greater feelings of belonging to the school overall. The pupil who was not selected felt they did not belong and pupils who had never trialled felt indifferent toward the school's accomplishments. These feelings of self-

validation and belonging were further reinforced by the emphasis on improving sporting ability through the delivery of the programme. The perception of the pupils that the programme was perhaps an additional practice session was both unexpected and interesting. There was a clear disconnect between the published aims of the programme and the actual programme that the pupils experienced.

3.8 Extension Phase

3.8.1 Introduction

As previously mentioned, it was expected that within the SSoS there would be some emphasis on improving in that particular sport and enhancing certain athletic skills. However, what was unexpected was the stark difference between the way the pupils perceived and experienced the programme versus how it was described in SSoS documents and by staff members. There is perhaps a case that pupils could not explicitly articulate the transferrable benefits at this time, however, it was clear there was a misalignment in perceptions. As Levermore (2011) describes, in an attempt to deliver developmental aims, some sport-for-development programmes may unwittingly take on a sports-plus approach.

Initially there was a 3 phase MMD planned, however, after the findings from Phase 3 proved to raise questions regarding the programme's implementation of developmental aims, and a chance browse of the school's Twitter account and updated website, further investigation was conducted. Both the school's website and online media were updated in 2015 and the SSoS corridors themselves were updated in 2016. These updates provided an additional insight into the programme aims and provided some possible reasons for the misaligned perceptions.

3.8.2 Online and Social Media

The SSoS website and online media

In 2013/14, the website included a link to the SSoS Handbook (Appendix B). In addition to this document, there was a gallery of pictures that depicted pupil participation in the SSoS. Many changes and updates have occurred over the past three years since the programme's inception and throughout the duration of my fieldwork. First, in 2015, each of the 'Schools Of' was added as a separate tab on the website page. Previously, the 'Schools Of' were placed under the overarching SSoS heading, but have since been given their own space on the website. This update signals a shift in emphasis from characterising the SSoS as *one* programme in which the 'Schools Of' are considered as parts, to describing them as separate entities. This concept of the SSoS as a whole, as opposed to separate 'Schools Of' will be discussed in detail in the following chapter: Discussion. Each of these new tabs provided more detailed information on each of the respective 'Schools Of'. Figure 3.3 provides an excerpt from the information panel; some information was removed to preserve anonymity.

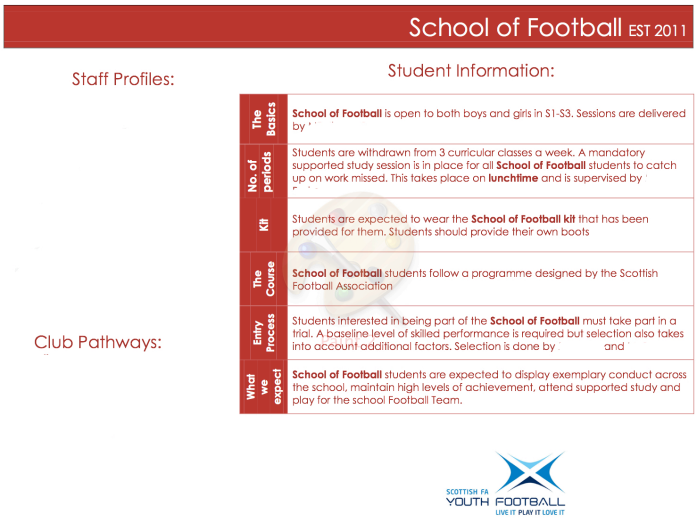

Figure 3.3. SoF information panel, adapted from school website

Perhaps one of the most interesting changes that occurred during the addition of these separate tabs and information panels is the expectations provided in the last block entitled “What we expect”. This block reads:

> School of Football students are expected to display exemplary conduct across the school and maintain high levels of achievement, attend supported study and *play for the school Football team* (SoF information panel, school website, emphasis added).

The addition of the caveat “play for the school Football team” was a new aim of the programme that was not present during the initial data collection period. In fact many times, both in the staff room and through the pupil interviews pupils who were enrolled in a different ‘Schools Of’ than what they saw as their ‘main’ sport, such as SoR when they considered their main sport to be football, would only participate in the school football team, thus limiting their participation in rugby to the ‘School Of’. This could be a possible reason for the addition of this expectation; however, this reason is merely speculative at this point in time.

A more recent review of the website uncovered a new general SSoS overview that replaces the original SSoS Handbook published on the site in 2013. The most recent update to the website does not include the handbook. Figure 3.4 depicts the general overview of the SSoS as it appeared on the 2016 version of the website. Some information has been removed to maintain anonymity.

Figure 3.4 SSoS information panel, adapted from the school's website.

As with the specific 'School Of 'information panels, there is an interesting addition to the 'home' SSoS panel. At the start of 2014, the School of Leadership (SoL) was in its infancy and, in fact, there were no pupils enrolled in it at the time because it was aimed at S4 pupils who had moved on from the SSoS and were hoping to take on further leadership opportunities in the programme. Therefore, it was not surprising to see this addition on the website. However, the inclusion of the School of Excellence (SoE) was a surprising addition that was not discussed in any of the conversations or interviews during my study. Indeed, much of the discussion with staff revealed that they were explicitly against the focus on elite athletes and a majority of the programme discourses reflected this view. However, it seems that the SoE had been added to encourage pupils who are performing at high levels to continue with their studies in a flexible way. The description of the SoE notes:

> We cater for those pupils who are performing at the highest level in their chosen activity. We adopt reduced timetable and flexible hours to support these young people to gain the best coaching available and the rest time

required for successful performance (SSoS information panel, school website).

There are similar models to this in other areas of Scotland such as the Glasgow School of Sport that caters for high performing athletes. These programmes are presented as specialist sport development schools that emphasise the development of sporting ability above other secondary aims. Initially the SSoS programme was presented as a development-first programme, with secondary aims regarding sporting ability. However, it appears at this time that the programme has shifted its focus to a 'sport-plus' programme, with the primary aims of developing sporting ability and secondary aims of pupil psychological development. The perceived change in programme focus will be discussed in depth in the following chapter: Discussion.

The SSoS Twitter account[31]

In addition to the review of the school website, another online platform, Twitter, was considered essential to this phase of the data gathering. Analysing the SSoS' Twitter account was not initially included in the overall methodological design frame. However, during the time of the study, the PE department was launching a new Twitter account for the SSoS and upon 'following' this account, two interesting aspects came to light. First, the account was an amalgamation of the PE department, the SSoS, and the extracurricular sport offered at the school. For example, it is interesting to note that the associated Twitter 'handle' for the programme is presented *as* the PE department rather than as a separate entity. More specifically, the Twitter 'handle' was the name of the school and 'PE' while the description of the account included: "Twitter account of the Physical Education, Physical Activity & Sport department at [removed] High Scottish School Of Sport" (Twitter, 2016). Second, the Twitter account served as the main platform for the celebration of sporting accomplishments throughout the school. Both of these aspects provided an essential addition to the exploration of the research context. The second aspect, the

[31] *For an index explaining key Twitter terms please see Appendix Q*

celebration of sporting accomplishments, was the most relevant aspect to this thesis and is described further in the section below.

As previously mentioned, the Twitter account served as the platform for the celebration of sporting accomplishments throughout the school. This was a surprising divergence from the dominant programme discourses that emphasised the importance of development through sport as a medium rather than development as a secondary aim to sporting success. The following excerpt from field notes illustrates this conundrum:

> In conversations with the SoF coach today, there were several points in the conversation where he specifically emphasised that the programme *"is not about practical ability"*. Our conversation centred around what the pupils get out of the SoF, in terms of social skills, and that many of them were "not the best footballers"… However, later on in the conversation, the discussion turned to the various professional teams that some of the SoF pupils had recently signed contracts with. One PE staff member asked the SoF coach if he had heard about the recent signing of one of the SSoS pupils to a local professional club. The conversation between staff members then turned to discussions on pupil's athletic progress (Field notes, 10/9/2013).

This field note illustrates the perhaps misaligned programme and *actual* discourses that took place regarding the programme. This was exhibited in a majority of the tweets, especially in the first year of the programme as they were aimed at celebrating the sporting success of the school teams. The Twitter account did evolve over the course of this study as tweets began to include photographs of successful sports teams and specific pupils. However, this evolution seemed to reinforce further the emphasis on sporting accomplishments.

Considerations in this data collection phase are extensively outlined in Section 2.33, however, it is important to note that tweets with more 'reactions' would be seen to have a greater 'impact' than those that do not have any reactions. In addition, tweets that include 'hashtags' and the tagging of other Twitter 'handles' would produce even more interactions, allowing for an even greater impact. Tweets using these

features would be seen by multiple other Twitter users depending on the hashtags and tags included and the subsequent number of 'likes' and 'retweets'.

The first week, September 9th-15th 2013, included a series of tweets regarding accomplishments from that week's football fixtures. For example:

> Great victory for s2s last night, 8-3 versus [removed][32]! Very good start to the new season! Well done! (Tweet, 12/09/2013)

In addition to the celebration of victories, the tweets were also encouraging of teams that were not as successful.

> S1s unlucky tonight to lose 3-2 to a very strong [removed] side! Well done to you all! (Tweet, 12/09/2013, 1 like)

Photographs did not accompany these tweets. For the second week, 13th-19th of May 2014, there were much more substantial interactions than the previously-reviewed week (more 'likes' and 'retweets'). In addition, the volume of tweets increased significantly as well as an increase in the inclusion of photographs to accompany tweets. There was also the introduction of 'hashtags' and further 'tagging' (inclusion of other twitter handles) that aimed to connect the tweets to other accounts. As with the previous week, a majority of the tweets were regarding school sports team accomplishments. The following tweet provides an example from this week. All tweets regarding these accomplishments included a photograph of the winning team:

> @yfst[33] [removed] U15 girls, [removed] Cup winners! (Tweet, 15/05/2014, 3 likes)

After the accomplishments from the week thus far, it was added that:

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[32] Sensitive information is removed from the tweet transcripts to protect the anonymity of the participants.

[33] @yfst is the Twitter 'handle' for Youth Football Scotland (YFS) (www.youthfootballscotland.co.uk). Inclusion of this Twitter handle ensures that YFS will be notified of this tweet and it in turn increases the likelihood that it will be 'retweeted' and therefore seen by a greater number of Twitter users.

> There is a new trophy cabinet on order! #oldoneisfull! ☺ (Tweet, 15/05/2014, 1 retweet, 1 like)

As the week continued, more sporting accomplishments, accompanied by team photos, were tweeted, retweeted, and liked. In addition to the accomplishments, commiserations were also offered to a team that was unsuccessful in winning a trophy. There was no photograph accompanying this tweet.

> Also well done to the Rugby boys who lost the final to [removed]. They beat 5 teams to get to the final and finished 2nd place out of 16 teams. (Tweet,16/05/2014, 1 like)

Although there is an apparent emphasis on sporting accomplishments on the SSoS Twitter feed, it is important to note that there have been other tweets throughout the course of the Twitter account (it began in November 2012) that relate to other aspects of PE, sport, and HWB. For example, on the 9th of May 2014, there was a series of tweets celebrating the fitness success of several pupils with additional support needs. Photographs of the pupils taking part in exercise on treadmills in the fitness suite accompanied these tweets. The following tweet provides one example:

> Ellie[34] and Nathan pushing boundaries in the fitness suite #nolimits (Tweet, 09/05/2014, 2 likes)

In addition, the week of the 18th-22nd of January 2016 a Mental Health campaign was launched throughout the school and the Twitter account included several tweets regarding the launch of school-wide initiatives that were taking place. Pictures of pupils' responses to the hashtag "#itsallaboutme" were included during that week. However, the following two weeks only included tweets regarding sporting accomplishments and the mental health campaign did not reappear until one tweet on the 2nd of February then again in a series of tweets on Feb. 8th.

While there are other examples of Tweets that were aimed at aspects of HWB other than sporting accomplishments, they were much less frequent than the tweets about

[34] Names change to protect anonymity of pupils

the school's sports teams. The possible reasons for this aspect of the Twitter account will be discussed in the Chapter 4: Discussion. Although this is by no means an extensive analysis of the Twitter account, it serves as additional background information and further evidence of the perhaps conflicting discourses associated with the programme.

The SSoS corridor murals

While initially the school environment was not considered a major part of this research, through the analysis of the SSoS handbook and initial conversations with school staff a reoccurring theme arose that in fact the school building and facilities themselves were an integral part of the SSoS programme. In addition, the staff members stressed that the new school building and improved facilities were essential in creating a positive ethos in the school. Therefore, this aspect of the research context was investigated extensively through field notes, photographic evidence, and reports from staff members and pupils.

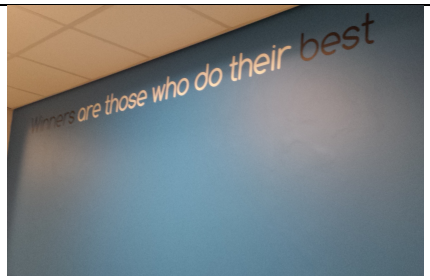
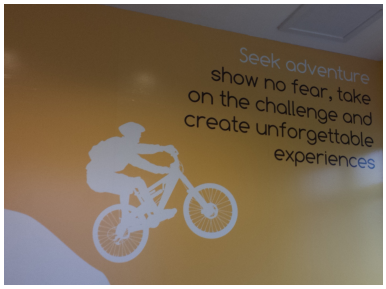
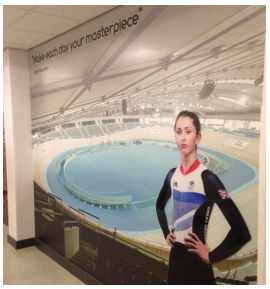
The first part of the investigation included a tour of the school facilities and permission was granted to take photographs of all parts of the school. It is important to note that the current school building was built in the last five years and that the new facilities were considered by staff members to be far superior to those provided in the old school building. Table 3.11 provides a selection of photographs from the SSoS/PE corridors and the front entry hallway as well as brief descriptions of each.

Table 3.11. Photographs of the school's physical environment (2013).

Photograph	Location	Quotation
	Entry hall trophy case	Quote above the case: "Heritage…"
	Entryway banners	Descriptions: Scottish Rugby and Scottish FA School Of Banners
	PE corridor	"Winners are those who do their best"
	Dance studio wall	"Active body, active mind: strive for progress, achieve your potential"
	PE corridor	"Success rests not only on ability, but upon commitment, loyalty and pride"

According to initial conversations with staff members they felt that these new facilities encouraged positive behaviour and improved the attitudes of pupils. At the time of this study these murals were considered part of the programme, as it was included in the SSoS handbook that these murals were designed to inspire pupils as they entered and walked through the corridors (see Section 2.12.2 for further detail). As mentioned previously, in February of 2016, new murals were created to replace the old ones. Both the old and the new murals featured inspirational quotes. However, an additional element was added to the new murals: professional athletes. Olympic swimming sensation, Michael Phelps, the legendary basketball player Michael Jordan, and Jonah Lomu, a recently-deceased New Zealand All Blacks Rugby star were just some of the athletes included in the new murals. Two new 'award' walls were also unveiled, one celebrating *former* pupils who had competed or are still competing at a senior international level in sport and another 'wall' celebrating *current* pupil accomplishments in sport including successes at school, national, and in some cases, junior international levels. These murals and award walls signalled a distinct shift in the emphasis of the programme and an increasing focus on elite sport success throughout the school. The reason for this shift is unclear and this will be discussed in the following chapter, Discussion. Table 3.12, provides comparisons of a selection of the murals and award walls.

Table 3.12. The comparison of corridor murals 2013 versus 2016.

2013 Mural	2016 Mural
	
Quotation: "Winners are those who do their best"	*Pictured: former pupils who have competed at senior international level in sport*
	
Quotation: "Seek adventure. Show no fear, take on the challenge and create unforgettable experiences"	*Pictured: Professional cyclist Laura Trott, quotation: "Make each day your masterpiece" –John Wooden (coach, most notable for an unprecedented 7-in-a-row NCAA titles with UCLA)*
	
Quotation: "Live sport, breathe sport"	*Pictured: Camp Nou, Barcelona, home stadium for FC Barcelona, one of the world's most successful professional football clubs*
	
Quotation: "The one who says 'It can't be done' is passed by the one who is doing it"	*Pictured: Michael Phelps, most decorated Olympian of all time, 18-time gold medal winner, quotation: "You can't put a limit on anything. The more you dream, the better you get" –Michael Phelps*

The changes between the 2013 murals and the 2016 murals are significant. For example, in the first mural from 2013, the quote provides an holistic idea of winning. It reads: “winners are those who do their best”. This is in sharp contrast to the new award wall that celebrates former pupils who have competed at a senior international level. This shift in emphasis suggests that individuals who ‘do their best’ are perhaps not quite up to the standard of these former pupils who became international sport stars. This is only one description of the preceding example. There are stark changes that can be described in all of the corridor murals.

3.8.3 SUMMARY OF THE EXTENSION PHASE

The changes made to the programme’s website were of great interest to the study. After the pupils described the focus on training for games while attending the SSoS, the addition of “playing for the school team” was even more revealing. From previous conversations it was apparent that some pupils attended in the SSoS in one sport but did not play for that respective school team. Adding this caveat would certainly increase participation numbers in the extra-curricular sports offered at the school, however this was not an initial aim of the programme.

The Twitter outputs reinforce this evolving focus on sporting performance in a very public way. It is of concern that the published documents and staff reports indicate a much stronger developmental focus, while the public outputs (tweets) are emphasing sporting success and even elite performance.

It is even more concerning that the actual physical environment of the SSoS has changed over time to focus much more on elite sport performance. The mechanisms and reasons for these changes are unclear at this point in time but they could be an important area for further research in the future. How and why these outputs and physical environments have changed over time can provide important insights for understanding how the programme has evolved over the course of the study. There are possible implications to how potential pupils and parents may perceive and experience the programme in the future.

3.9 Concluding remarks

In summary, there were key findings that emerged from each of the phases of research. However, there were a few findings and themes that permeated throughout the analysis. Firstly, Phase 1 was essential for understanding how the programme was presented in both public outputs and by staff members associated with it. Staff members expressed their perceptions that participation in the programme was producing positive developmental outcomes. Phase 2 reinforced these claims as pupils enrolled in the SSoS reported higher levels of certain developmental characteristics. However, upon further investigation, it was revealed that for the pupils perhaps the most important aspect of the SSoS for development, was the actual initial *selection* into the programme. The importance of *selection* was an important finding as it suggested that it is this process, not necessarily the participation in the programme that may be affecting developmental outcomes. However, there was an emphasis on enhancing certain PYD characteristics through the programme, but pupils experienced these as being for *enhancing athletic performance* rather than any explicit cross-context transfer effects. Additionally, the extension phase further added to these findings by asking important questions about the evolution of the programme over time and how these key changes have been stark and indelible. Although initially, the SSoS was presented as a development-plus programme, focusing on enhancing PYD and HWB outcomes, it has, as Levermore (2011) explains, unwittingly taken a sport-plus approach. It is unclear the reasons for this evolution, however, there are important implications on possible future offerings throughout Scotland.

CHAPTER 4 DISCUSSION

4.1 Summary of findings

This thesis sought to find answers to two overarching research questions. The first question *"Do pupils who participate in a curricular sports programme report different levels of PYD as opposed to those who do not",* was addressed with Phases 1 and 2 of the research, using staff perspectives and two quantitative survey questionnaires to gather data. The second question *"If so, whom, in what context, and why?"* was addressed by all phases of the research. The overall methodology was designed to provide more 'complete' answers to the research questions than any of the phases on their own. Each phase of data collection built on the previous stage and informed the subsequent stage. Table 4.1 provides a brief outline of the key findings from each phase.

Table 4.1. Summary of key findings by phase.

Phase	Sequence in MMD	Brief Key Findings
1	Exploratory	• Programme documents and staff interviews indicated that the SSoS adopted a development *'plus-sport'* approach (Coalter, 2009; Levermore, 2011; Levermore & Beacom, 2009). • Staff described positive benefits seen in the pupils enrolled in the SSoS and benefits in school ethos from new facilities.
2	Exploratory→explanatory	• Pupils enrolled in the SSoS reported higher levels of confidence in and importance of athletic ability, leadership, and teamwork. • Over time, confidence in athletic ability and the importance of leadership increased in pupils who were enrolled.
3	Explanatory	• The SSoS was seen as a unique and exclusive programme. • *Selection* was a self-validation event that led to enhanced or diminished self-worth for those involved in the trial process. • Pupils suggested that there was a strong emphasis on sporting skill and ability associated with the programme trials, delivery, and structure.
Extension	Further explanatory	• The additional requirement for SSoS pupils to also participate in the respective school team emphasised a shift in aim of the programme. • A sample of tweets indicated a strong focus on sporting success throughout the school. • Changes in the school building's murals suggested stronger emphasis on sporting success than may have been originally intended (what Coalter (2009) would consider a *'sport-plus'* approach).

Phase 1 was a crucial starting point for the data collection as it provided the context for the entire study through the analysis of programme documents and discussions with staff members associated with the SSoS. More specifically, through the analysis

of programme documents, a clear development *'plus-sport'* approach (Coalter, 2009) to the delivery of the programme was found. The PE staff members who were interviewed also reported this development-first approach. In addition to this approach, staff members also commented on the lasting impact the change of school building and new facilities had had on the ethos of the school.

Phase 2 included two large survey questionnaires that investigated concepts associated with PYD such as motivation, self-esteem, and self-efficacy. In addition, personal attributes associated with PYD were investigated. Through extensive analysis it was found that pupils enrolled in the SSoS consistently reported higher levels of confidence in, and the importance of, athletic ability, leadership, and teamwork. Furthermore, programme enrolment was associated with higher levels of self-esteem, perseverance, and work ethic. Crucially, over the school year, pupils enrolled in the SSoS reported increases in their levels of confidence in their athletic ability as well as the importance of athletic ability and leadership.

The final phase, Phase 3, explored pupil perspectives of their school experiences, the SSoS, and PYD. There were two prevalent themes in the data: *"Exclusivity and Privilege"* and "*Participation for Prowess*". The first theme, *"Exclusivity and Privilege"* was important to understanding the pupils' perceptions of the programme and the trial processes associated with it. Pupils felt the programme was exclusive--for the pupils enrolled it meant they considered being selected to be a self-validating event that enhanced their self-worth in their highly invested domain of athletic ability. For the pupil not selected, it led to diminished self-worth. The second theme, *"Participation for Prowess"* reinforced the notion that pupils felt the SSoS focussed solely on enhancing sport performance, even when learning about topics such as behaviour management (for respecting your coach and the referee); teamwork (for winning the game); and nutrition (for being 'fit' and playing better). Pupils who had never trialled for the programme did not experience diminished self-worth and although they felt proud that their school was able to offer such opportunities, were largely indifferent about the SSoS.

Following the original 3 phases, additional data were collected at the end of the project. In this extension phase, a sample of tweets from the programme's Twitter account were analysed together with a comparison of recent changes in the school corridors. Changes to the programme's website indicated a focus on enhancing extra-curricular participation through the SSoS by adding the caveat that pupils "have to play for the school team" in that respective sport. In addition, the programme's Twitter account revealed that there were blurred boundaries between the SSoS, PE, and school sport. The sample of tweets also demonstrated a noticeable emphasis on sporting success. Stark changes in the school corridors reinforced the findings that there may be a shift in emphasis for the programme, to more elite sport approaches. While the original murals presented a 'sport-for-all' approach, emphasising hard work and perseverance, the 2016 murals emphasised elite sport and celebrated professional sports stars. Lastly, the new cabinet display listed the names of former pupils who have competed at these elite sporting levels.

4.2 Answering the research questions

4.2.1 RESEARCH QUESTION 1

Together, the findings from the three original phases and the extension phase provide rich, detailed answers to the research questions. In the case of question 1:

> *Do pupils who participate in a curricular sports programme, as opposed to those who are not, report different levels of PYD?*

Phase 2 provided, in one sense, a simple 'yes' answer to this questions: pupils who were enrolled in the SSoS (the curricular sports programme) *did* report *different* levels of PYD than those not enrolled. In this case, only enrolment could distinguish the groups rather than their participation in the programme. When analysing the reasons for these reported differences, the answer is much more complex. The following sections will continue this discussion.

4.2.2 RESEARCH QUESTION 2

In the case of question 2, "*If so, whom, in what context, and why?"*, the answer is just as, if not more complex than the first. To begin, there were three parts to this question: (1) whom; (2) in what context; and (3) why?. The complexity of the MMD meant that gathering the data to suggest answers to these questions was possible. The following sections will discuss each 'part' of the question in relation to the phases and findings that add to our understanding of these aspects.

Whom?

Beginning with the '*whom'* portion of the question, all three phases provide important insights. Phase 1 identified a 'target' group from the programme handbook and other publications. This target group included pupils enrolled in S1 to S3 for the SSoS and S4 for the newest 'School Of', The School of Leadership. In addition, the clear message from the programme documents as well as from staff reports was that *selection* into the programme was based not just on practical ability but also on the extent to which a pupil may benefit socially and emotionally from participation in the SSoS. However, there were no clear selection criteria published at the time of the study.

Phase 2 of the data collection provided detailed information about the enrolment groups with regard to age, gender, and SIMD of the participants. As is presented in Figure 2.2, of the 329 participants in S1 to S3 who completed both the T1 and T2 questionnaires, 244 (93 male, 151 female) were not enrolled and 84 (53 male, 31 female) were enrolled. Therefore, a little more than a third of the lower school was enrolled in the SSoS at the time of the study. From these statistics, however, it is clear that there was a disproportionate ratio of the number of girls who were enrolled as opposed to the number of boys enrolled. In addition to the ratio of girls, the average SIMD of the pupils enrolled in the SSoS was 4.80 while the pupils not enrolled was 4.21[35]. These figures indicate a higher level of affluence amongst the pupils who were enrolled in the programme. These are interesting statistics as one of

[35] In this case, the numbers reflect the SIMD data zone divided by the number of zones, multiplied by 10, in order to provide a rank out of 10. 1 being the lowest ranked data zone, or the least affluent, and 10 being the highest, or most affluent.

the main aims of both the SoR and SoF, according to their NGBs published literature, is 'widening participation' and promoting "opportunities for the development of girls' teams" (SoR Annual Report, 2013/14). While there was a total of 34 girls enrolled in the SSoS at the time of this study, only 4 were participating in the SoF and only 2 in the SoR. Given these figures, it would appear that the promotion of girls' teams in both the SoF and SoR within the SSoS was not actively occurring. In addition, only 15% of pupils enrolled in the SSoS were in the lowest SIMD data zone while nearly 30% of those not enrolled were from the least affluent backgrounds. These two groups, low SIMD children and adolescent girls, consistently report lower levels of PA than their other peer groups on the annual SHeS. Therefore, increasing PA among these groups should be a strong priority. In addition, research indicating strong links between PA and socio-emotional wellbeing (e.g. *LMSMA*, Scottish Executive, 2003b) further increases the need for targeting these two groups. However, given the published aims of the programme, there has perhaps been a missed opportunity to increase PA among these groups and more importantly to foster positive attitudes toward sport, lifelong participation and socio-emotional well-being. Therefore, findings from Phase 2 of the research, suggest an answer to the 'whom' element of the question: those who are reporting different, or higher levels of PYD are mostly male pupils (S1-S3) with higher SIMD.

However, Phase 3 added another dimension to this answer as conversations with several SSoS pupils uncovered a noteworthy trend among enrolees. A majority of the pupils enrolled in the programme *were already competing at a high level in their chosen sport*. For example, Patrick was selected to the Scottish National Basketball team, even before his participation in the SoB. In addition, both Michael and Duncan were working toward contracts with professional football teams. Conversations with SSoS pupils also revealed that all of the pupils in their respective 'Schools Of', also participated, and have now been recently *required* to participate in that particular school sports team. In other words, if a pupil is enrolled in the SoF, they must also play for the school football team. Interestingly the pupils who were enrolled even described the 'School Of' as "training for games" (Brian, SoR). Even before programme enrolment, trials for selection were perceived by the pupils to be focused

on athletic ability and skill. Pupils who were not enrolled in the programme also identified this emphasis on sporting ability; for example, David explained that the SSoS was 'good for people who wanted to improve in sport' and Liam speculated that he was not selected for the SoB because he was not 'good enough'. During these conversations, there was little to no mention of an emphasis on development or any other aspect of PYD, which were identified in the published documents. These programme caveats, such as the school-sport team requirement and the perceived ethos of enhancing athletic ability, shed light on the targeting aspect of the programme and the nature of the programme delivery as experienced by the pupils. Therefore, with respect to the 'whom' portion of the second question, it is compelling to say that the *selected* group was mostly male, of reasonably affluent backgrounds, with a higher level of athletic ability than the average pupil.

In what context?

The second portion of the second question, "in what context" alludes to identifying the contextual features that may have contributed to the reported differences in PYD between the enrolment groups. Fraser-Thomas, Côté, and Deakin's (2005) *ASPM* attempts to combine multiple contexts into a model that explains the necessary 'contexts' for PYD through sport. There were three points related to these contextual features in this study that will be discussed alongside related features of the *ASPM:* (1) the individual context [Benson's (1997) Developmental Assets Framework]; (2) the programme context [the NRCIM's (2002) 8-setting features of PYD programmes]; and (3) the *selection* effects [the DMSP (Côté, 1999)]. Each of these points will be further described in the sections which follow.

The individual context

The *ASPM* does not directly take into account the individual differences, such as age, gender, or SIMD that may influence the developmental outcomes of sport participation. However, it does feature Benson's (1997) Developmental Assets Framework. This framework describes 40 developmental assets that can influence an

individual's development. Fraser-Thomas, Côté, and Deakin (2005) emphasise that while many programmes will not be able to focus on all of the assets, sport programmes are shown to have an impact on external assets in the areas of constructive use of time, emotional support from family, empowerment, positive intergenerational relationships, positive role models, and high expectations. It can be said that the SSoS contributes to several of these assets, both external and internal, but that each outcome was dependent upon the individual context of the participant.

However, the nature of the framework, and the PYD perspective, is that these assets can be *developed* in young people who do not already possess them. Therefore, there does not seem to be an area of the *ASPM* that takes into account demographic characteristics that may influence this process of development. The current study suggests that these demographic factors do have an influence on PYD reports.

Data analysis in Phase 2 took care to explore whether other aspects of a pupil's demographic information (age, gender, and SIMD) could explain these reported differences rather than programme enrolment alone. Using regression analysis it was found that enrolment in the SSoS was a significant predictor of the confidence in and the importance of athletic ability, leadership, teamwork, perseverance and work ethic. Although these results were statistically significant, age, gender, and SIMD were also entered into the model to determine if these characteristics could also predict these scores. Age, gender, and SIMD were all found to influence certain PYD characteristics. These individual 'contexts' are further discussed in the sections that follow.

Age

Previous studies, such as the 4-H study found that from ages 10 to 16 pupils reported scores of PYD stay, for the most part, consistent (Lerner, et al., 2013). However, they found that participation in a youth programme, in this case 4-H, led to increases in reported PYD over time (from ages 10-16).

In this study, it was predicted that because younger pupils (S1) would not have experienced the programme for a significant period of time by the T1 administration, that their reports on PYD characteristics would be lower than those who had experienced the programme. It was also predicted that younger children would report the largest gains over time in PYD (from T1 to T2), because of this factor. However, age was found only to predict only the confidence in and importance of *respect for others,* with younger pupils reporting higher levels of each construct. This is perhaps worrying as it suggests that as pupils get older, *respect for others* is less important to them. Interestingly *age* did not predict any of the PYD scores on its own; SIMD also predicted both of these aspects and therefore 'age' will not be discussed as a major factor in the differences between groups alone. SIMD and gender alone both predicted a number of other PYD characteristics; therefore, these two aspects will be discussed in further detail.

Gender

In terms of studies previously described in this thesis, Agans and Geldholf (2012) found that the gender of participants in sport programmes investigated had very little effect on PYD. In addition, Lerner et al. (2013) concluded that there was little systematic variation in PYD reports based on age, gender, and/or race/ethnicity (not measured in this thesis). There was however some suggestion that girls who participated in 4-H reported higher levels of PYD in grades 8 and 11 (ages 14-17) than non 4-H girls, but this was only significant for one wave of the study (wave 7). In fact, gender differences were not a main focus of this study before the Phase 2 results revealed a larger difference between the genders in reports than previously predicted.

The most significant finding in Phase 2 was the higher confidence in athletic ability reported by those enrolled in the programme. Interestingly, variance in the importance of athletic ability could also be predicted by gender; however, it was not as strong of a predictor as programme enrolment. This result suggests that although programme enrolment was the main predictor of confidence in athletic ability, that the pupil's gender could also be a factor in this confidence.

This finding was reinforced by pupil's reports on self-esteem. Being a girl was associated with both lower self-esteem and lower self-efficacy in this study. This finding was consistent with previous studies on sport participation such as by Bowker, Gadbois, and Cornock (2003) that found that girl's evaluations of self-worth in the sporting context were lower than boys and that girls consistently reported lower levels of perceived athletic competence. In addition to the findings on self-esteem, For example, gender was a significant predicator in classroom motivation, specifically *independent mastery,* with boys reporting higher levels of this motivation domain.

The results of the current study are interesting considering the strong emphasis on enhancing self-esteem and specifically motivation in academic contexts, which was evident from the Phase 1 findings.

It is important to note that there was a large disparity between the numbers of girls enrolled in the programme versus the number of boys. Although the SFA and SRU both emphasise that the 'Schools Of' programme should be used to promote sporting opportunities for girls, it does not appear that this is the case, at least in terms of this particular SoF and SoR. The SoD is a promising avenue to promote engagement from girls and would perhaps benefit from further expansion into S2 and S3.

SIMD

As previously mentioned the variance in the confidence in athletic ability between the enrolment groups could also be described by other characteristics rather than just enrolment alone. For example, SIMD could also predict the differencing reports in athletic ability confidence; however, much less significantly than being enrolled. (i.e. SIMD could only predict 8.5% of the variance while enrolment in the SSoS could predict 22.8% of the variance in these scores). In addition to the confidence in athletic ability, SIMD was a significant predictor of self-esteem scores, with pupils from lower SIMD backgrounds consistently reporting lower self-esteem. SIMD was

also a significant predictor of self-efficacy scores, with pupils from higher SIMD backgrounds reporting higher levels of self-efficacy.

These findings are consistent with previous research, (e.g. Super, Hermens, Verkooijen, & Koelen, 2014) which suggests youth from disadvantaged backgrounds report having lower life prospects and report lower levels of self-esteem. Furthermore, adolescent girls and pupils from low-income backgrounds are the most likely to be inactive, leading to various serious health issues (Ruiz, 2004) including diminished self-esteem (Bowker, Gadbois, & Cornock, 2003). In relation to self-efficacy, these results are consistent with previous research relating to physical self-efficacy that suggests pupils from low SES backgrounds report lower levels of physical self-efficacy than their higher SES counterparts (e.g. Fox, 1997).

Most strikingly, SIMD alone predicted variance in *all* types of intrinsic motivation measured. As SIMD increased, intrinsic motivation scores increased. SIMD was the only significant predictor of extrinsic motivation, but only in the case of *'easy work'*. In other words, with decreases in SIMD (moving towards lesser affluence), motivation for *'easy work'* increased. This finding is consistent with literature on motivational climate among the most deprived areas (Frostick, Phillips, Renton, & Moore, 2016). Traditionally the 'educational aspirations', linked to school motivation, of adolescents from disadvantaged backgrounds were assumed to be lower than their more affluent counterparts; however, recently, these assumptions have been challenged (Frostick et al., 2016). In results from their study involving 1214 adolescents from areas of high deprivation in London, Frostick et al. (2016) found that pupils from low SES backgrounds had high educational aspirations, however they may not have had the means available to achieve these aspirations. However they did also suggest that these findings were multi-faceted with gender and ethnicity also contributing to educational aspirations (i.e. girls reported higher levels of school and higher education (but not occupational) aspirations than boys, p. 1136). Therefore, it is important to take into account the multiple contextual features of a pupil's life that may influence their motivation toward school and classroom

behaviours. Research involving physical activity and health would refer to these as 'multiple-risk' factors, an important element to addressing low levels of PA and sport participation.

Studies such as those conducted by Holt, Kingsley, Tink, and Scherer (2011) have found that pupils from lower SIMD backgrounds experience greater barriers to PA and sport participation. Therefore, it could be the case that lower SIMD pupils in this study had less experience with sporting contexts. In Holt et al. (2011), while parents of participants reported universal concerns such as *time management* and *scheduling demands*, the additional element of their financial situations added to the pressures. Providing programmes such as the SSoS could help alleviate these financial pressures as it is free of charge for the pupils and is embedded in the school timetable. Although there are other factors of the programme that may contribute to additional barriers to participation, as will be discussed further in this chapter, there are certainly some structures that could address the individual contextual barriers to sport participation.

Programme context

In addition to the individual context surrounding the effects of selection and programme participation, the programme context itself provides insights into the "*in what context"* portion of the research questions. As discussed extensively in the Literature Review, aspects of the structure and delivery of a programme that aim to foster development are key to determining the programme's impact on PYD (e.g. NRCIM, 2002: 8-setting features of programmes that facilitate PYD). Phases 1 and 3 and to an extent, the extension phase, provided crucial insights into the ethos, structure and organisation of the SSoS.

In 2003, the PATF proposed that any programmes that utilise the *LMSMA* strategy must include the following values: 'long-lasting structures', 'high-quality development influenced by evidence', and '[work that] gives equal value to social and emotional outcomes' (Scottish Executive, 2003b). The SSoS goes some way to

promoting these values. It has a long-lasting structure that spans the course of three years, in which once selected, pupils participate. In their fourth year they have the option to continue into the School of Leadership and provide mentorship for younger SSoS participants. For the second and third values, it is unclear whether the structures experienced by the participants achieved these aims as high-quality development is subjective in nature and, as will be discussed, the programme may have unintentionally moved away from its initial developmental focus.

Another important feature of the *ASPM* is the NRCIM's (2002) suggested 8-setting features of programmes that promote PYD:

1. Physical and psychological safety;
2. Appropriate structure;
3. Supportive relationships;
4. Opportunities to belong;
5. Positive social norms;
6. Support for efficacy and mattering;
7. Opportunities for skill building;
8. Integration of family, school, and community efforts.

As discussed in detail in the Literature Review, 'opportunities to belong' and 'opportunities for skill building' were among the features expected to be found in the SSoS. Phase 3 revealed that pupils did feel a sense of belonging when enrolled in the programme as well as a greater connection to school sporting accomplishments. In addition, findings from both Phase 2 and Phase 3 indicated that several skills were emphasised in the SSoS, albeit that pupils felt these skills were related to enhancing sporting ability.

In terms of PA, the SSoS provides several promising structures that can directly address concerns raised by the PASS project (2008). Not only was the primary-secondary transition a major factor for pupils discontinuing their participation in sport, but also for girls in particular, lack of time, poor access, lack of equipment and

too much homework were among the barriers to PA identified in the study. The 'curricular' feature of this programme begins to address the barriers of access and time to participate in PA and sport. However, it is important to note that some pupils did express concerns about the schoolwork they were missing to attend their 'School Of'. Given that longitudinal research conducted by Delorme, Chalabaev, and Raspaud (2011) suggested that up to 30% of youth discontinue participation in a sports club annually, addressing these perceived barriers is a important topic.

Recent programme caveats, such as requirements to participate in the school team, challenge the ability of the programme to address these perceived barriers. The aspect of 'curricular' becomes 'extra-curricular' with this caveat and adds additional participation and time requirements for those enrolled. Moreover, it moves pupils toward specialisation in particular sports programmes. As described extensively in the literature review, early specialisation at the adolescent stage can often result in negative outcomes and the greater likelihood of eventual dropout (Strachan & Fraser-Thomas, 2008). Drawing on extensive research with sport participants, the *DMSP* outlines the specific stages of sport participation and associates them with different developmental outcomes (Côté, 1999; Côté & Hay, 2002; Côté et al., 2003). As previously mentioned, 'specialisation' is a stage that occurs for many pupils around 13-15 years of age; however, if it occurs earlier, from 10-12, this could have detrimental effects on enjoyment and attitudes toward sport. Therefore, for programmes to maintain a developmental focus, 'sampling' should be encouraged until pupils are 12-13 years of age, and specialisation should only be encouraged after sufficient sampling of multiple sports has occurred. With sufficient sampling, the developmental pathway is more likely to lead to sustained investment and lifelong participation in sport and PA. Given the additional programme caveats that have been added to the SSoS, as well as the increased emphasis on sporting success in both the Twitter account and school physical environment, the dangers of specialisation and over emphasis on winning could be leading to eventual negative developmental outcomes.

Therefore, perhaps unwittingly, the changes in the SSoS have begun to move the programme farther away from its initial intentions of widening participation and promoting lifelong participation in sport and PA to a more specialised approached.

Adult influences

Although the structure and organisation of the SSoS could have a significant impact on PYD outcomes, the influence of the deliverers of these programmes is crucial to understanding the context of the programme. In Phase 3, pupils reported feeling privileged to be able to work with the high-level coaches of the SSoS. The role of the coach in development through sport programmes has been widely researched (e.g. Camiré, Trudel & Forneris, 2014; Holt, Black, & Tink, 2006; Levermore & Beacom, 2009; Macdonald, Côté, & Deakin 2010;). Holt, Black, and Tink (2006) conducted 40 interviews with former youth sport participants, in which they found that participants felt their coaches taught them not only skills related to enhancing sporting ability but also other developmental skills such as resilience and persistence. On the other hand, participants reported that although coaches provided positive lessons, they also felt that their coaches placed an overemphasis on winning and that there was "too much negative communication" (p. 28). Negative outcomes aside, the researchers highlighted the crucial role of adults in producing developmental outcomes through sport. This is consistent with Levermore and Beacom (2009) who emphasised that in developmental programmes, such as the SSoS, not only is high-quality coaching required to enhance athletic aspects of the programme, but coaches who are trained in delivering developmental outcomes are also required. This notion was exemplified by Holt, Tink, Mandigo, and Fox (2008) in their case study of a male soccer team. Their results indicated that while there was evidence of life skills associated with the sports team such as initiative, respect, and teamwork, they observed "very little direct teaching of these life skills" (p. 281). While it may not be required to directly teach these developmental outcomes, MacDonald, Côté, and Deakin (2010) suggest that it is possible that more positive PYD outcomes could be achieved were those charged with delivery appropriately trained.

The SSoS sought to supplement the athletic coaching aspect of the programme with educational elements in the form of 'blocks' that would be delivered in partnership with local Universities (SSoS Handbook). However, these educational blocks were not included in the delivery of the programme. From several conversations with PE staff, it was clear that there was very little collaboration or co-construction of the 'curriculum' that would be delivered in these SSoS sessions. While the SoF and the SoR both use pre-determined materials related to pupil development which were provided by their NGBs, it is unclear if there was significant guidance for the deliverers of the other three 'Schools Of'. This is one possible reason for the possible disconnect between the developmental aims and the outcomes experienced by the pupils.

Selection effects

As previously mentioned, the 4-H study (Lerner, et al. (2013) found that participation in a youth programme led to increases in reported PYD over time (from ages 10-16).

However, there is an important difference between the 4-H programme and the SSoS, in that is there is no selection process for the 4-H programme; therefore the largest gains in PYD are more likely to be attributed to programme features rather than a selection process.

The findings from Phase 2 indicated that, over time, pupils enrolled, as opposed to those not enrolled, reported different levels of confidence in and the importance of *athletic ability* as well as the importance of *leadership.* Given the longitudinal aspect of these findings, there could be multiple factors that are determining these results. However, as mentioned previously, conversations with pupils in Phase 3 indicated a strong emphasis on athletic ability throughout the programme ethos and delivery. These explanations can therefore provide some context for these differences.

However, throughout the interviews a noticeable focus on the *trial process* of the SoS was found. In this scenario, the subsequent increases in the confidence in

athletic ability could have been a result of what Crocker and Park (2004) consider a *self-validation* process. In other words, pupils who had trialled for the SSoS, and were successful, experienced enhancement to their self-worth in the area of *athletic ability* (a highly invested domain) once they were *selected* for the programme. This '*selection effect'* was perhaps strongest for the pupil Liam who interestingly was not selected. Liam's feelings about not being selected and his subsequent dropout from sport all together demonstrated the harsh reality of perceived failure in a highly-invested domain. Crocker and Park (2004) explain that these 'contingencies of self-worth' are dependent upon these self-validation events and warn that failures in these highly-invested areas can result in several psychosocial issues such as depression and anxiety.

This 'selection effect' was a prominent feature in the interviews and could add an additional element to the *ASPM.* There is a possible distinction between the subsequent developmental gains that were a result of the selection process and the gains that are possible from programme participation. Further research into this selection process as well as measuring aspects of PYD *before* selection could help shed light on this 'effect'. It is possible that pupils who trialled and were enrolled in the programme would have reported higher confidence in athletic ability, regardless of programme delivery.

Cross-contextual effects

While the in-programme contexts such as the structure and adult influences are important for determining the SSoS' potential to foster PYD, another dimension to consider are the possible cross-contextual effects of the programme. Perhaps the most important feature of programmes that fosters PYD is determining the *transferability* of these characteristics across contexts, or what is known as 'cross-contextual effects' (Larson, 2000, p. 180). Therefore, it is important to understand if what was experienced by the pupils in the programme in terms of PYD did or did not transfer to other contexts of the pupils' lives. In Phase 1, the programme handbook provided the published aims and outcomes which included the transfer of these skills to other areas of the curriculum, and in Phase 3 the pupil interviews provided

insights into the whether this transfer process had occurred. While findings from the initial three phases recognised the potential for cross-contextual effects, the extension phase suggested otherwise. Both the sample of tweets and the changes in the school murals presented a strong emphasis on sporting success, implying an unintended focus on the context of the sporting environment, rather than other aspects of pupils' lives.

Initially, according to the SSoS handbook, the programme aimed to "improve attitudes towards learning". The PE staff members associated with the programme further emphasised this aspect and explained that they felt that pupils enrolled in the SSoS exhibited greater motivation for school than many of the pupils not enrolled. However, the Phase 2 results indicated that for classroom motivation, both extrinsic and intrinsic, enrolment in the SSoS was not a significant predictor of their scores. While pupils did not express increased motivation for school in the interviews, they did suggest that attending the SSoS was an opportunity to *"get out of boring classes"* (Brian, SoR). Perhaps the mechanism at work is the increased motivation they feel for attending the SSoS over another curricular subject. Conversations with PE staff did reveal that pupils and their parents are able to opt out of one or more sessions of the SSoS per week if they feel the pupil would benefit more from attending that curricular subject.

Although motivation did not appear to be cross-contextual, other aspects such as teamwork and leadership were described by pupils to have some cross-context effects, but only when asked directly about these transfers. For the most part, pupils felt that the skills they had acquired in the programme were for increasing their athletic skill and ensuring sporting success. Aspects such as teamwork were described by pupils as essential for 'winning the game' and leadership as being an important attribute for a 'captain'. Even when presented with scenarios in which they might use these skills in other areas of their lives, it was difficult for the pupils to articulate these connections. Even in the case of HWB, it was difficult for them to explain eating healthily as part of an overall healthy lifestyle; for them, proper nutrition was essential to improve athletic performance.

Overall, the "*in what context*" analysis portion of this question suggests that pupils enrolled reported differences in certain PYD characteristics, for the most part, in terms of the sporting context only. There is a strong possibility that the opportunities to work with prestigious coaches, who are skilled at delivering sporting outcomes, which are not necessarily developmental in nature, contributed to the differences in these reports.

Why?

The *"why"* portion of the question, while difficult to answer, was the driving force behind the extensive research undertaken in this thesis. Each phase was designed to explore further these "why" questions and to attempt to understand the complicated processes that enhance PYD. As previously mentioned, the *ASPM* model of PYD and sport participation describes several aspects of sport programmes and developmental approaches that in theory will produce two different pathways of development. Figure 4.1 below depicts their model.

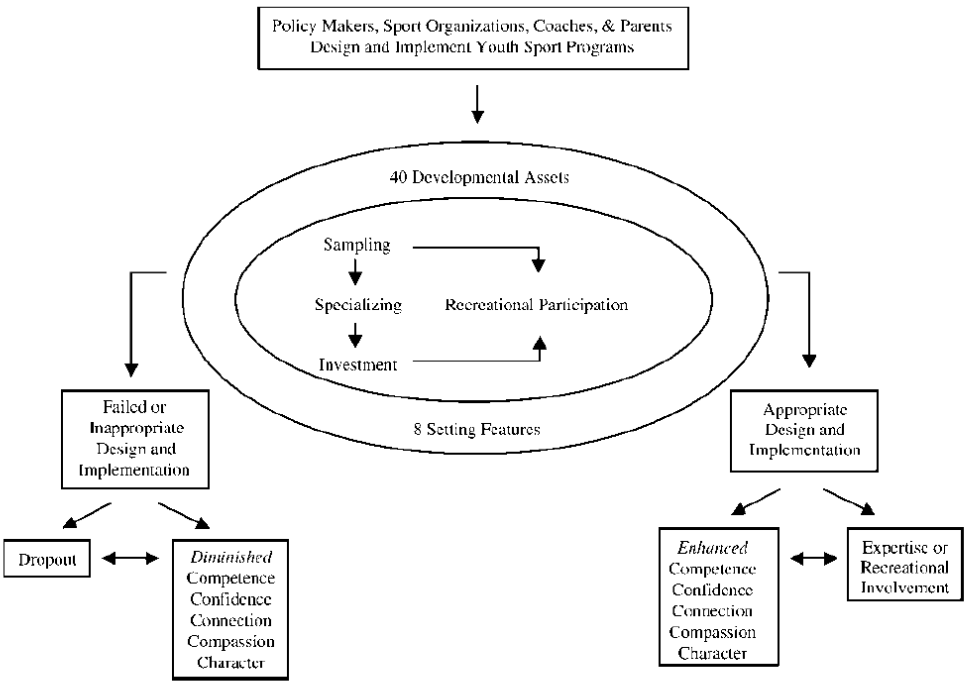


Figure 1. An applied sport-programming model of positive youth development

Figure 4.1. The Applied Sports Programming Model (ASPM) as it appears in Fraser-Thomas, Côté, and Deakin (2005). Note: also appears as Figure 1.1.

In the pathway depicted on the left-hand side of the figure, inappropriate design or delivery of the programme can lead to dropout or diminished PYD (in the form of the 5 Cs in this case). On the other hand, appropriate structures and organisation can lead to enhanced PYD and a form of lifelong participation in sport, described here as 'expertise' or 'recreational involvement'. At the top of the figure, policy makers, sport organisations, coaches, and parents come together to design and implement youth sport programmes. This is perhaps an idealistic view of the processes that drives policy making and the extent to which sport organisations, coaches, and parents do or can come together for the delivery of these programmes. The SSoS can be related to the *ASPM* features in four ways. First, the SSoS provided avenues to engage in enhancing PYD characteristics, albeit in their experience, these avenues were for enhancing sport performance. Secondly, the opportunities to work with a highly qualified coach provided an element of adult influences that was pertinent to the perceptions of the programme. Third, it is possible that the actual *selection* into the SSoS had initial self-validating benefits and that the addition of programme caveats to participate in the school team have emphasised a specialist focus. In addition, while the emphasis of programme documents and staff members was the possible *transferability* of skills learning in the SSoS to wider classroom contexts, pupils were not able to articulate these effects.

Figure 4.1 describes just three aspects of sport programmes that if 'appropriate design and implementation' is present, should lead to enhanced PYD and prolonged sport involvement. However, if a programme is lacking in one of these three aspects, it is unclear what the outcome may be. This again leads back to the question of "why"? This model is a proposal for the outcomes of sport-for-development programmes but, in the case of the current study, it fails to explain some of the very 'micro' mechanisms that produce the two development pathways and in some cases parts of the programme could lead to either of the two pathways.

Understanding the 'why' of PYD and sport can be difficult. In this particular study, the outcomes for pupils very much depended on their individual experiences in the

programme. For example, the structure of homework catch-up during lunchtimes was beneficial for one pupil, while another pupil found it stressful and eventually withdrew from the programme. Overall, in order to produce the outcomes depicted on the right hand side of Figure 4.1, it is necessary to understand how the programme affects participants at an individual level. Fraser-Thomas, Côté, and Deakin (2005) summarise their approach by posing that:

> "If policy-makers, sport organisations, coaches, and parents are successful in developing and implementing youth sport programmes that consider youths' stages of development, are conducted in appropriate settings, and foster developmental assets, youth will subsequently have positive sport experiences, and emerge as confident, connected, compassionate, character-rich members of society" (p. 33).

This theory, in practice, becomes increasingly difficult as the diversity of individual contexts can lead to numerous outcomes. It is clear, however, that participants involved in the programme have had, for the most part, a positive and enjoyable experience. Yet, it is unclear if it was the pupils' individual characteristics; experiences of the programme delivery; the influence of the coach; the selection process; or it was any other factor that may have contributed to these developmental outcomes. Therefore, the *"why"* question may be tentatively answered because the pupils reporting these differences (those enrolled) were *selected* to what was perceived by them to be an exclusive programme contributing to a self-validation process in an individually and highly-invested domain (sport), yet the individual contexts and pathways that produce positive developmental outcomes is still an area for further research.

Overall the complexity of the research design was necessary to provide rich, detailed answers to the RQs that took into account the multi-faceted nature of the SSoS programme and the complicated mechanisms underlying PYD. In addition to providing a more complete picture of the phenomena (Creswell, 2013), the MMD was essential for achieving an 'holistic understanding' of the mechanisms of PYD

(Hamilton, 2014) occurring in the SSoS programme. To answer the research questions fully: Pupils enrolled in the SSoS did report different levels of certain PYD characteristics; however these levels were higher for male pupils with higher SIMD backgrounds and with more confidence and experience with sport programmes. In addition, it was being *selected* into a programme that they felt was exclusive that was the main contributing factor in the increases in SSoS pupils' confidence in their athletic ability.

4.3 Contributions to literature

This study used a PYD perspective to frame the research undertaken and to address directly previous cautions regarding sport research such as sport 'evangelism' and the 'black box' of research on sport and positive outcome (see Section 1.4 for further detail). In addition, research on curricular sports programmes is relatively limited. Therefore, the current study makes a particular contribution to our understanding of sport-for-development programmes and adds the additional 'curricular' element to these conversations. Not only does this study contribute to recent discussions regarding developmental approaches in and through sport, it also provides a thought-provoking contribution to discussions regarding curricular provision. In Scotland, where sport is traditionally viewed as a vehicle for improving health, and recently as part of the focus on HWB across the national curriculum (CfE), this conversation has become vital. The question thus arises: in the case of curricular sport programmes, for whom is this type of sport participation for, and what should such programmes look like?

4.3.1 SPORT-FOR-DEVELOPMENT PROGRAMMES

The current research adds to a wider discussion of sport-for-development programmes, both nationally and internationally. In particular, this thesis builds on the previous work of Levermore and Beacom (2009) who describe programmes such as the SSoS as small sport-based interventions with a developmental focus. The findings of this research bring to light two of Levermore's (2011) concerns regarding

sport-for-development programmes. First, that many programmes, as they have evolved and funding climates have changed, whether knowingly or not, have lost touch with their initial developmental focus. Second, that research evaluating these programmes, which has overwhelmingly using outcome-based measures, has not only failed to include meaningful dialogue with participants but has also failed to capture the essential processes that make these outcomes possible.

In terms of the current study, findings from the initial three phases, as well as the extension phase, confirm Levermore's (2011) fears in relation to the focus on development. Reflecting the 'plus-sport' approach (Coalter, 2009; Levermore, 2011), the SSoS programme initially included promising structures and approaches to foster PYD. However, the perceptions of pupils regarding programme delivery appears to confirm the fear that the SSoS, perhaps unwittingly, has taken on a 'sport plus' approach, thereby placing development as a secondary aim to sport participation. Findings from the extension phase suggests that the SSoS may have evolved a step further to a focus on elite sport performance, thereby questioning its existence as a sport-for-development programme.

Part of the reason for the loss of a clear developmental approach could be attributed to the lack of summative, evaluative research. In the case of the SoR and the SoF, these programmes are evaluated annually; however, this is through a process that asks the programme deliverers to submit 'success' stories and demonstrate the programme's effectiveness within their school context (see Section 2.12.5 for further description, as well as Appendix A for excerpts from the SoR Annual report). This process assumes that what the deliverers deem to be a 'success' story is the same as the participants. Although the participants are asked to reflect on their experiences, there is very little evaluative research involving participant voices in these scenarios. In fact, when deliverers are asked to share success stories, they are asked to provide quotes to exemplify points made, a process which may not reflect the full spectrum of experiences within that programme. Levermore (2011) calls for a greater involvement of participants in the evaluation process. This thesis does not, however, claim to be a full evaluation of the SSoS but rather a study of the developmental

aspects of the programme itself and, most importantly, of how the pupils enrolled experienced the SSoS. However, the research conducted was independent and objective.

Therefore, a main contribution of this thesis is methodological; an exploration of pupils' views and experiences occurred during the quantitative data-gathering phase of the study, Phase 2; and the participants' voices were heard during the interviews as they were in a discussion about their experiences of the SSoS. Both Levermore (2011) and Hamilton (2014) have emphasised the need for additional qualitative research in the area of sport participation and development. This thesis goes some way to not only providing such research, not only with the quantitative reports of pupil development, through self-reported survey questionnaires over the academic year which added a valuable longitudinal element, but also adds an explanatory element, using qualitative methods, to add further depth and explanation to the quantitative results. Without this sequential analysis process, the stand-alone quantitative results would perhaps have indicated multiple positive developmental outcomes of the SSoS (in terms of certain PYD characteristics), with no further explanation of these outcomes.

4.3.2 SPORT PARTICIPATION RESEARCH

The question therefore arises concerning what are the key properties, or processes, of sport programmes and in particular the SSoS, that lead to positive outcomes? As previously mentioned, this thesis takes the approach to PYD through sport using Fraser-Thomas, Côté, and Deakin's (2005) sport-programming model (See Figure 1). This model attempts to combine a multitude of possible factors that may have an effect on PYD through sport. Although many researchers have attempted to identify key processes in sport programmes that lead to enhanced PYD, such as Biddle (2006) who suggested that a 'mastery climate' was more effective at producing developmental outcomes than a performance-based climate, there is still a lack of research that identifies the 'why' questions in these instances. In the case of independent research on sports programmes in general, Eime et al.'s (2013)

systematic review revealed that most studies used quantitative methods, with only two implementing qualitative strategies. It is difficult to understand why this may be the case. Whether reasons such as access or parental consent contribute to the lack of qualitative research in this area, it is clear that these methods can provide a crucial element to research on sport participation as well as begin to help researchers and programme delivers to answer the 'why' questions behind sport participation and development.

It is, therefore, crucial that studies like this thesis attempt to broaden the current understanding of the processes related to sport participation and in the case of the current study, the process of selection into a sport programme. This study goes some way to begin what Levermore (2011) calls a participatory approach, in which participants are given a voice in the conversations about the programme outcomes and processes. Taking into account Phase 1 and Phase 2 of the current research, the 'picture' which emerged of the phenomena investigated looked different following the analysis of Phase 3 and the extension phase. The pupil interviews were crucial for understanding what processes produced differences in PYD and in this case, it was largely *selection* into the programme rather than *participation* itself that drove the self-validation process and led to increases in certain PYD characteristics. Without Phase 3 it would have been impossible to understand the perspective of the participants and to conclude that the 'selection' into the programme had had the greatest impact on increases in confidence and the importance of athletic ability (a key finding from Phase 2).

What is clear from the Phase 3 findings is the need for developmental aims to be more explicit in programme delivery. In order to contribute to PYD, the 'sport' aspect needs to be embedded in much broader policies and practices that not only aim to support development but put structures in place that bring development to the forefront of the programme, with sport performance remaining a secondary aim (Levermore, 2011). Only then can a 'plus-sport' approach be truly achieved and the beginnings of a clear rationale for sport-for-development programmes to be embedded within the Scottish curriculum. Moreover, theory-based realist evaluation

(Pawson, 2006), using critically-minded participatory approaches (Levermore, 2011), of these programmes is needed to assess current practice and help shape future directions of programme delivery. However, the evaluation of programmes such as the SSOS needs to take into account wider policy initiatives that could impact on how the programme is delivered (Figure 4.1 places policy at the top of the programming model). There is apparently a changing policy direction and ethos toward sport performance in the UK overall, therefore affecting government-funded policies toward sport. The UK government determines on a large scale the funding allocations for certain sporting programmes and therefore could significantly influence the amount and types of programmes available throughout the UK. The following section provides a very timely discussion, regarding a national sporting ethos that for better or worse, contributes to the current funding 'climate' for sporting programmes. Most importantly, as UK-wide funding schemes have begun to shift further towards elite sport performance and sport participation for academic attainment, it becomes a key challenge to maintain a sport-for-all approach in Scotland.

4.3.3 The Olympic Games and the 'Legacy Effect'

With what was deemed a very successful Olympic campaign for Team GB in 2016, it was inevitable that increased media and research attention would be drawn to the funding that was provided for these Olympic teams. Rio 2016 marked the first Olympics in history that the previous host nation (GB) was more successful in the medal table than at their home Olympics. Since 2012, Team GB has adopted a funding structure to support their defined 'world class programmes'; controversially, sports that were considered to be favourable for the medal table were included. Sports that did not meet their 2012 medal targets, such as wrestling and volleyball, saw their funding cut completely while sports such as cycling and gymnastics have seen a significant increase in their funding since 2012 (UK Sport, 2016). In what Josh Halliday (2016) called a 'brutal but effective' scheme, UK sport was able convincingly to challenge academic research that suggests that host nations never extend their medal success beyond their host games (e.g. Contreras & Corvalan,

2014). Although there are several conflicting figures reported, according to the UK Sport website from 2012-2016 the UK government, in conjunction with the National Lottery, provided over £274 million in funding for select elite sports (UK Sport, 2015). With 27 gold medals in Rio 2016, it appears that the UK government spent approximately £4.1million per gold medal. Therefore, it seems that the selective funding scheme, rewarding success and elite performance, was key to overcoming the 'ex-host' effect-- a fate that has befallen all previous host countries (Contreras & Corvalan, 2014).

These figures and the improved medal success rate again ask the question, whom and what is sport for? There have been vehement critics of the UK Sport funding scheme, especially at grassroots level. In reality, the 'inspirational' effect to undertake sport after witnessing Olympic success is considered a 'fallacy' by several researchers and reviews on the topic. For example, Mahtani et al. (2012) found little evidence to support the claim that hosting the Olympic games or Olympic success has had any positive impact on the uptake of physical or sporting activities. In his 2012 opinion piece, Peter Wilby (2012) presented some very thought-provoking statistics regarding the past and present (London 2012) Olympic games. First he dismantled the statement proclaimed at the opening ceremonies that '[sport] is for everyone'; with what he called 'the most conservative of estimates', nearly a quarter of Team GB athletes in 2012 were educated at fee-paying schools (attended by only 7% of the British population). In fact, as he put it, the two most favoured medal sports, sailing and equestrian, require moneyed backgrounds to even participate. Wilby presented one exception to this 'class' system of sport at the Olympics, football. Although Wilby did not provide any exact figures, his statement claiming that football 'remains almost entirely dominated by state school alumni at the top level' is compelling. Interestingly, Team GB failed to field either a men's or a women's football team at Rio 2016, despite the recent success of the English women's team at the 2015 World Cup (winning the third place play-off versus Germany, the highest finish of an England football side at a World Cup since the men won as the host nation in 1966).

David Cameron, in 2012, claimed that the dominance of medal winners from fee-paying schools was a result in the 'failure' of state schools to encourage sporting excellence (Hope, 2012). This statement, although controversial, leads the 'home' nations to consider just what their sporting priorities may be and whether or not their funding structures and programme organisation match these priorities?

Although included as a home nation in Team GB, 'sport' in Scotland has taken a slightly different approach than the performance-driven UK Sport. This key difference can be clearly seen when comparing funding strategies. Scotland takes a strong sport-for-all approach, focusing on health-promoting behaviours and initiatives associated with sport participation (e.g. *LMSMA* strategy). Indeed, SportScotland has committed its new funding structure to 'widening participation' for all sports and in particular for women's and disability sport (Raising the Bar: Corporate Plan 2015-2019). For example, SportScotland has committed £5.3 million alone to developing 'girls' participation' in football through partnerships with the SFA (ibid). It is these funding strategies that work to increase participation in vulnerable groups, a common aim of sport-for-development programmes. Funding these initiatives, particularly in partnerships with NGBs, as long as they are committed to grassroots and school-sport funding, is an essential starting point for providing PYD outcomes through sport. In addition to alleviating the financial barriers to sport participation, programmes supported by these NGBs, such as the 'Schools Of' programme, help further to encourage participation through provision during the timetabled school day in Scotland.

Therefore, this 'brutal but effective' funding scheme, targeting elite sport performance, while beneficial in increasing the Olympic goal medal account and perhaps the UK's 'elite sport prestige', does little to encourage participation at grassroots level, arguably the type of participation that produces positive developmental outcomes (for further detail on this see Section 1.4.2 (Côte's DMSP)). It is perhaps essential to begin to speculate on how this increased focus on elite-sport performance and performance-driven funding schemes will address national improvement indicators across the UK. Looking at Scotland's national indicators,

increasing the Gold medal count does not make the list; however, 'increasing physical activity' and 'improving mental wellbeing' do (Scottish Government, 2016).

4.3.4 CURRICULAR SPORT AS AN ADDITIONAL AVENUE FOR PYD AND HWB

Reid (2009) notes a distinct difference between the government policies in England versus Scotland with regard to sport participation. He explains that policy documents in England often refer to research on the ability of sport participation to increase academic attainment, a prime reason cited for the increase in sport programme provision. On the other hand, policy documents in Scotland often cite research that suggests increasing physical activity, in some cases in the form of sport, for the purposes of general health and wellbeing. In 2012, (Reid) critiqued this policy, claiming that this has limited the government's ability to justify funding for certain sporting opportunities. It could be possible that since this Scottish strategy was misaligned with the overall UK strategy, it is further contributing to funding shortfalls in grassroots sports.

However, with the introduction of funding schemes such as *CashBack for Communities* these funding shortfalls may be addresses. The SoR and SoF, both heavily funded by this scheme make direct connections in their published curricula to the CfE standards, both for Literacy and Numeracy and for HWB outcomes. These programmes are unique as they are offered during the timetabled school day and packaged as a chance to further enhance curriculum outcomes. In addition to these outcomes, they address serious barriers to physical activity described by many pupils at this stage (see descriptions of the PASS project in Section 1.3 such as time, access and social support. However, in its current form, the SSoS, while addressing barriers to physical activity, has perhaps lost its developmental focus and as previously suggested may not be a sport-for-development programme at this point in time. Given the participant perceptions of delivery, the targeting and selection into the programme and the evolving ethos surrounding the SSoS, this programme could be

more closely aligned to the 'centre for excellence' model which, as we have seen is the case in one school in Scotland and in a plethora of schools in England.

Specialist schools

In the late 1990s, the 'specialist schools movement' involved a special status that could be awarded to schools with a particular focus related to aspects of the National Curriculum. The rationale behind these 'specialist schools' was to boost pupil attainment by focusing on the areas of Arts, Technology, Sports, and Languages (Gorard & Taylor, 2001). In 2002, the Scottish Executive rejected the 'specialist schools' movement while specialist schools in England were established at a prolific rate ("Scotland to reject 'specialist' schools", 2002). Indeed, the number of specialist schools increased by nearly 500 every 3 years, reaching nearly 3,000 until the programme was scrapped in 2010 (Department of Children, Schools and Education, 2010). Interestingly, research suggested that because of the exclusive 'selection' processes, many specialist schools only increased the 'socio-economic segregation' in schools (Gorard & Taylor, 2001, p. 380). In contrast, there are currently very few 'specialist' schools in Scotland, known as 'Centres of Excellence', with five listed music schools, one dance school, and only one 'sports' school in existence (based at Bellahouston Academy in Glasgow; Education Scotland, 2016).

With research findings on specialist schools warning of the possible increased socio-economic segregation within these schools, and taking into account findings from the current study, it appears that selective process *can* have detrimental effects to widening and encouraging participation in general. It can be argued that, in its current form, the SSoS may be very beneficial to those selected pupils who want to enhance their sporting performance, but potentially detrimental to pupils who do not benefit from it's selection practices. Unfortunately, the SSoS currently does little to decrease the gap between the most and least active, selecting pupils who are already performing and practising sport at the highest levels. Therefore, programmes aiming to foster PYD and/or increase the physical activity of their participants through sport need first to consider the effects of their selection practices on these aims. While the

SSoS in publications appear to produce positive developmental outcomes, certain processes within the delivery and ethos of the programme challenge these documented aims.

As previously mentioned, sports programmes in Scotland have, for the most part, approached sport from a developmental and health perspective, emphasising sport for social and emotional benefits. Therefore, with programmes such as *CashBack for Communities* and the 'Schools Of' programmes delivered by the SFA and the SRU, sport becomes a medium for fostering not only developmental aims but also the experiences and outcomes of the Scottish curriculum (CfE). With an increased emphasis on HWB across the curriculum, schools are constantly looking for innovative ways to provide these experiences in engaging environments for the pupils. Therefore, the 'Schools Of' programme does have significant potential to provide additional avenues for HWB as well as the principles of PYD; however, several shifts in focus for the SSoS are necessary to begin to address these outcomes.

4.4 Contributions to knowledge

Throughout this chapter, the discussion has identified the following contributions to knowledge:

1. A theoretical contribution related to the PYD perspective and adding to the knowledge base regarding curricular avenues and development, particularly within a HWB and Scottish context;

2. Four key methodological contributions to this specific research area; the first and second are the methodological elements of a longitudinal design as well as the use of qualitative elements; the third is the implementation of a complex MMD that draws on multiple methods to provide a wide range of different kinds of data to the research topic, which in turn allowed for in-depth analysis and triangulation; and four, the use of Twitter as a research

database to provide further understanding of the programme's ethos and public presentation.

3. A contribution to the understanding of how selection practices and subsequent outcomes for those involved, within sport-for-development programmes may affect PYD.

4.4.1 THEORETICAL CONTRIBUTION

It has been argued throughout this thesis that many concepts used in the PYD perspective are also included in the Scottish curricular (CfE) documents and in particular the principles that underpin HWB across the curriculum. Making these comparisons expands the conversation on fostering transferrable skills through additional curricular programmes such as the SSoS.

Originally presented as a programme that combines elements of HWB as well as a majority of the elements described by Fraser-Thomas, Côté, and Deakin (2005) in their *ASPM*, the original design of the SSoS included promising structures to promote HWB and PYD. However, as was also found by previous research on sport-for-development programmes (i.e. Levermore (2011)), as the programme evolved and without independent, participatory evaluation, the original developmental aims of the programme were lost. There is a potential for programmes such as the SSoS to provide additional avenues for HWB and PYD; however, in this case, selection processes and certain delivery practices prevented the programme from reaching its full developmental potential. This main finding adds an interesting element to the conversation regarding 'sport-plus' programmes and their developmental potential. In particular, that while they may excel at enhancing confidence in athletic ability, and reinforcing the importance of other characteristics such as leadership and teamwork, these outcomes are primarily perceived to be beneficial within the sporting context, yet they lack the essential *transferability* described by most published documents accompanying these types of programmes. In addition, this thesis provides an essential starting point for research on curricular sports

programmes within the Scottish context, an important issue as more schools begin to add sports "Academies" and more specialist programmes begin to emerge in secondary schools throughout Scotland.

4.4.2 METHODOLOGICAL CONTRIBUTIONS

This thesis makes four particular methodological contributions to this research field, the first is in the inclusion of a longitudinal element, aiming to compare reports of PYD from the beginning of the school year, when pupils will have little to no experience with participation in the SSoS and the second administration at the end of the school year, after nine months of participation. The second contribution is in the use of two qualitative elements in the design that added exponentially to understanding the research context and provided vital explanations of the some of the quantitative results. The third contribution is in the strength of the mixed methods design and its ability to capture a vast breadth and depth of knowledge relating to the research topic. The fourth key contribution was in analysis of tweets from the programme's Twitter account. This is a relatively new area of research and although it has been utilised in various health related topics, to date this has not been used to add to the understanding of development within curricular sports programmes.

4.4.3 THE LONGITUDINAL ELEMENT

While Lerner's 4-H Study, beginning in 2002, directly addressed Larson's (2000) call for large-scale longitudinal research in PYD, Eime et al.'s (2013) systematic review included only nine longitudinal studies in this domain. Of these studies, the time and participant scale varied immensely. This thesis used a longitudinal element to make predictions about possible changes in PYD over time, taking into account programme enrolment, age, gender, and SIMD. With the time allotted and the practical considerations such as access and project timeline, the longitudinal element of this study spanned approximately nine months, or the course of the school year. While this may be a relatively short time span for a longitudinal study, the results provided important insights into the outcomes of participation in the programme,

particularly for S1 pupils who had had no previous experience with the SSoS, and S2 pupils who had joined that year.

4.4.4 THE QUALITATIVE METHODS

In addition the longitudinal studies identified, only two qualitative studies were included in Eime et al.'s (2013) review. The review used the Downs and Black Scale (1998) of study quality, identifying only high-quality studies based on stringent criteria. Indeed, their review identified only one study that used a theoretical framework, Holt et al. (2011), which was the Theory of PYD and which also utilised qualitative elements. The authors commended this study for its use of theory and its ability to 'capture more depth' than the other studies identified in the review (p. 13). This identification created a timely opportunity for the current study to contribute to this growing literature base.

Not only were qualitative elements used in the current study's methodology to 'achieve more depth' but Phase 3 also placed the participants' perspective at the forefront of the research design and the pupils' explanations provided essential insight into how the selection processes and the delivery of the SSoS affected their development. This element, known as a 'participatory approach', is advocated by Levermore (2011), who suggests that evaluations of sport-for-development programmes often do not involve the participants and therefore fail to answer the questions as to why programmes have been either successful or unsuccessful. Essential to this participatory approach, Phase 1 provided what Levermore (2011) called a necessary understanding of the design and delivery of the programme in order to understand the underlying processes that may affect development. Therefore, the methodological considerations and the design of this research itself provided essential elements recently identified by researchers in this domain.

4.4.5 THE STRENGTH OF THE MMD

While Eime et al.'s (2013) systematic review also identified a particular need for qualitative research in the area of development and sport participation, Hamilton (2014) suggested that there is a 'natural affinity' between the PYD perspective and mixed methods research because of the associated aims of mixed methods designs in achieving an holistic understanding of individual experiences. Eime et al.'s (2013) review only included one mixed methods design and the quantitative element was cross-sectional in nature. This thesis has employed not only a mixed methods design to achieve a more complete understanding of the research context, but also an holistic approach, to enable us to understand the perspectives of those involved in the SSoS, both staff members and pupils, but also the structures, processes, and interactions that inevitably impact on development. Separately, findings from each of the phases allow us to draw conclusions about the developmental nature of the SSoS and the extent to which the original aims of the programme have been experienced by the participants. However, sequentially, the findings phases together provide a deeper and more detailed and nuanced understanding of both the programme and the pupils' experiences. The extension phase provides a further element of description and confirms many of the perceived aims of the SSoS that were described by the pupils in the previous phase. While it may not be possible to employ such in-depth techniques in a more constrained time period, there is no doubt a merit to this approach, especially when involving the participants and understanding their perspectives is the main aim of the research.

4.4.6 USING TWITTER AS A RESEARCH TOOL

Lastly, the extension phase added a small-scale analysis of tweets from the programme's Twitter account. This addition was integral to understanding more about the programme's ethos and the way it is portrayed publically. Social media data is a relatively new type of data that is only beginning to provide researchers with an insight into the online social world. According to their website, as of 2016, Twitter had 313 million active users (Twitter, 2016). This vast reach, especially involving young people, provides a largely-untapped database for research and in

particular for evaluative research. Several studies to date have analysed elements of Twitter, such as Ghaznavi and Taylor's (2015) research on hashtag (#) 'thinspiration' and other body images on social media. This thesis adds to the growing and timely body of literature utilising Twitter as a research tool.

4.4.7 CONTRIBUTIONS TO PROGRAMME PRACTICE

Overwhelmingly, the findings from Phase 3 indicated 'selection' into the programme as a key event in the developmental processes associated with the programme. While all pupils who were selected saw this trial process as beneficial and in fact described feelings of privilege in being selected, the pupils who were not selected had a very different experience. Although there was a small sample from which to draw, the insights provided by the pupil who was not selected were invaluable. Levermore's (2011) review of sport-for-development programmes, which focused on their evaluative processes, found that the stakeholders often controlled the research process. In fact, he found that most evaluative research drew on perceptions of the programme deliverers rather than the participants. In the case of this thesis, the research not only draws on the participants' perceptions, but also on the perceptions of non-participants. This is a novel approach to research in this domain that is often concerned with outcome-based measures and rarely considers how non-participants view the programme. Even more importantly, this thesis sought further to understand how non-selection into this programme could be potentially detrimental to development.

In terms of practice, this research contributes to our understanding of how selection process may affect those involved, especially young people. Skipper and Douglas (2016), in their recent research on selection exams and the primary/secondary school transition, found that failing the selection exam led to negative outcomes in the way pupils felt about themselves and that this potentially led to even greater challenges in an already stressful transition process. Crucially, the authors criticised the selection process, explaining that the exam itself sends a potentially detrimental message that some children are "simply cleverer than others" (p. 4). It appears that the selective

practices of the SSoS have already begun to send the message to pupils that some are "better than others". Although the published documents stress that the selection process is not solely about practical ability, the pupils perceive that they are selected, or not, because of their level of sporting skill. This is a significant distinction and could be a very important aspect for future programmes to consider.

4.8 Limitations

While this study was complex both theoretically and methodologically there are limitations to bear in mind. The timing of the questionnaire administration, the investigation of programme selection, the nature of the questionnaires, the sample size, and the interview techniques adopted could have lead to these limitations.

4.8.1 Investigating programme selection

The questionnaires were administered after the selection process, making it difficult to determine a true baseline measure of PYD. However, it was not clear that the selection process was a key factor in the developmental process until the pupils were interviewed in Phase 3. Initially, administering the questionnaires at the beginning of the school year, before the pupils had had a great deal of exposure to the programme, was an appropriate starting point to investigate the possible impact of participation in the programme on pupils' PYD. In hindsight, administering the questionnaire before and after selection may have allowed me to test for any possible selection 'effects'. Therefore, while the importance of the selection process was a major theme which emerged from analysis of the Phase 3 data, it is not possible to determine how this process may have affected pupil reports on PYD. Selection forms and some details on the selection process were described by staff members during the Phase 1 interviews; however, there were no published selection criteria made available to me during that time. Since the selection had already occurred before my access to the school and to the participants, it was also impossible to investigate the selection process in real time. For future research, observing and asking staff members to

explain the selection process would allow for a greater understanding of the subsequent impact of selection on PYD.

4.8.2 THE NATURE OF THE QUESTIONNAIRES

In addition to aspects of the selection process, in Phase 2, pupils were asked to rate their own confidence and to report their own motivation, self-esteem, and self-efficacy. Therefore, it can be said that a possible limitation in this case could be the self-report nature of this data collection. It is possible that pupils were more inclined to give socially desirable responses rather than reports being an accurate reflection of their development levels. Yet, the main aim of the study was to include pupil perspectives and their own reports were essential to this element of the research.

Another limiting aspect of the questionnaires could be raised in regards to the development of the measure. The use of the general scales to measure PYD could have been a limitation. Lerner et al.'s (2005) 4-H study established well known and validated questionnaire measuring the 5 Cs they associated with PYD. In addition, Jones et al. (2008) modified this original questionnaire for use in the sporting context. However, initial conversations with staff members and analysis of SSoS documents implied that *transferability* and not context-specific development was the most important aim of the programme. Therefore, Lerner et al.'s (2005) measure, specific to the 4-H programme and Jones et al.'s (2008) measure, specific to sport, were deemed inappropriate in the research context. This methodological decision did have implications when comparing the findings to other studies, however crucial insights were gained from the general measures.

4.8.3 SAMPLE SIZE

As previously mentioned, there was a relatively small sample size available for the interviews and therefore any generalising statements cannot be made from these findings. In addition, if further time and access was available to me, interviewing more pupils who were unsuccessful in their trails for the SSoS could have been an

important insight. This is certainly an area for future research. In addition, interviewing coaches and parents could provide vital insight into the wider contextual processes involved in development through sport. However, access to these groups was not available at the time of the study.

4.8.4 Interview responses

Lastly, when conducting interviews with young people, one must be aware of a potential 'confirmation bias'. Cohen, Manion, and Morrison (2001) describe this phenomenon as an issue when children or young people have difficulties with 'moving beyond the institutional response'. In other words, there is a danger the children will simply tell the interviewer what they want to hear. However, Kvale (1996) does provide some guidance on this topic, setting out a range of interviewer qualities such as 'gentle' and 'sensitive' that will enable the interviewees to 'say what they want to say' and will help the interviewers to be able to respond appropriately to non-verbal cues. These are all strategies that were used during the interviews; however it could be possible that some of the answers given, in particular by the selected pupils, were 'learned responses' and were directly reflective of institutionalised language that may be present within the programme ethos.

4.10 Future directions for research

Throughout this thesis a genuine attempt has been made to address some of the perceived gaps in previous literature. Although this research addresses these gaps to some extent, further research is needed in this area. In particular, more participatory research, and indeed more qualitative research, is needed in these types of programmes where independent researchers attempt to understand the experiences of young people who participate in curricular sports programmes. In addition to this type of research, it is important to understand how selection processes within these programmes may affect both pupil transitions into secondary school and their subsequent developmental outcomes. It is still unclear what the long-term effects of selection versus non-selection may be for these pupils. In addition to considering

how selection may affect the primary/secondary transition, it may also be important to understand how transition out of the programme may affect development. Studies such as the one conducted by Fraser-Thomas, Côté, and Deakin (2005) have included interviews with young people who have dropped out of sports programmes, and have compared their experiences with those who continued engagement. It is important that we continue to understand sport attrition and possible developmental implications as well as the inevitable life changes that are a consequence of discontinuing such a prominent programme in young people's lives.

4.11 A reflective message

Undertaking this research has been an invaluable experience. Not only have I navigated my way through a complex research design, but I have had to work extremely hard to engage with the world of social research, a 'world' that was very foreign to me from the start. I have learned many different research techniques but have also learned the invaluable lesson of working within your own abilities and the importance of quality over quantity, especially in the case of research design. I have learned to be patient with the research process and, more importantly, with myself in my own learning process.

This study has provided me with a great deal of insight into a world in which I held, as it turns out, some very naïve values. I was unaware of the structures and processes that had led to the outcomes that I experienced during my own sport participation. The research process and the multiple perspectives on the programme itself helped me to question my assumptions about sport programmes and their ability to foster PYD. The process is not nearly as straightforward as I had previously believed. This research has made me question, analyse, critique, and inevitably improve my own practice as a teaching professional, and has helped me to understand the consequences of certain accepted practices within sport and other PYD programmes.

4.12 Concluding remarks

There is great potential for the SSoS and other curricular sport programmes to provide an additional avenue to foster HWB and PYD. However, in the case of the SSoS, there are certain inconsistencies in both the selection process and the delivery of the programme that inhibit its ability to enhance these characteristics. Along with these inconsistencies, changes in programme practices, and even changes in the school environment itself (murals) has indicated a long-term evolution of the programme in which it has perhaps unwittingly lost its original developmental aim. Despite these critiques, the pupils selected to the programme experience some gains in PYD throughout the selection and participation processes. Certain findings from this thesis do lead to the conclusion that the deliverers of these programmes need to be cautious regarding their selection processes. The possible message from these selection processes and the growing emphasis on sport performance, as well as the inevitability of non-selection, could be detrimental to the developmental outcomes that the programme aims to achieve. Nevertheless, it is important to continue offering curricular avenues for pupils to enhance PYD and HWB; however, a focus on the participatory and evaluative research processes that can help mould and shape the programme to best serve the needs of the young people it is intended to benefit, should be included in any future research.

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APPENDICES

Appendix A SoR Annual Report 2011/12: HWB outcomes

AIMS & OUTCOMES

The aim of this programme is to demonstrate the impact that sport – rugby – can have on school communities in a variety of different ways, and through creating examples of best practice persuade more schools to embrace rugby as an important contributor to pupils' whole school experience.

RUGBY OUTCOMES

AIMS:
Through the Schools of Rugby (SoR) we aim to increase rugby participation:

- Increased numbers of registered rugby players.
- Increased numbers of teams playing contact rugby.
- Increased standards of core skills (Key National Themes).
- Exit routes with players joining local rugby clubs.

OUTCOMES:

- **27% increase in registered players.**
- **New Teams e.g. four new teams at Larbert HS, one at Maxwelltown HS, two at Paisley Grammar.**
- **19% improvement in core skills for S1 pupils.**
- **18% improvement in core skills for S2 pupils.**

PHYSICAL COMPETENCE / HEALTH

AIMS:
This is a broad area and we will focus on demonstrating that the S1/S2 pupils have improving level of physical competence using Functional Movement Screening.

OUTCOMES:

- **10% improvement in physical competence (FMS screening) for S1 pupils.**
- **15% improvement in physical competence (FMS screening) for S2 pupils.**

EDUCATIONAL CONTRIBUTION

AIMS:

- Contribution to a Curriculum for Excellence (Health & Wellbeing outcomes).
- Rugby as a context for learning across the curriculum (cross curricular projects).

LTPD Stage One - FUNdamentals	
All the resources available in the LTPD curriculum are relevant to the following Health and Wellbeing Experiences and Outcomes in the Curriculum for Excellence depending on participants' ability:	
Early, First and Second Stages: HWB 0-21a, HWB 1-21a, HWB 2-21a HWB 0-22a, HWB 1-22a, HWB 2-22a HWB 0-23a, HWB 1-23a, HWB 2-23a HWB 0-24a, HWB 1-24a, HWB 2-24a	HWB 0-25a, HWB 1-25a, HWB 2-25a HWB 2-26a, HWB 0-27a, HWB 1-27a, HWB 2-27a HWB 0-28a, HWB 1-28a, HWB 2-28a

LTPD Stage Two – Learning to play	
All the resources available in the LTPD Curriculum are relevant to the following Health and Wellbeing Experiences and Outcomes in the Curriculum for Excellence depending on participants' ability:	
First, Second & Third Stages: HWB 1-21a, HWB 2-21a, HWB 3-21a HWB 1-22a, HWB 2-22a, HWB 3-22a HWB 1-23a, HWB 2-23a, HWB 3-23a HWB 1-24a, HWB 2-24a, HWB 3-24a	HWB 1-25a, HWB 2-25a, HWB 3-25a HWB 2-26a, HWB 3-26a HWB 1-27a, HWB 2-27a, HWB 3-27a HWB 1-28a, HWB 2-28a, HWB 3-28a

Appendix A (cont.)

OUTCOMES:

- **Rugby used as a context for cross-curricular leaning – pro team match-day tours, press conferences, player Q&A sessions.**
- **Health & wellbeing across learning – nutrition and healthy eating workshops delivered with Quality Meat Scotland and professional rugby players.**

IMPROVED CITIZENSHIP and BROADENED HORIZONS

AIMS:
This is a broad area covering many aspects of pupil behaviour, attendance, impact on other classes, impact on home life, and the progressions, choices and behaviours inspired by the programme. In general we have worked with schools to measure pupils':

- Attainment;
- Attendance;
- Behaviour; and
- Impact on broader schools life.

OUTCOMES:

- **Improved attitude, behaviour and homework across different subjects.**
- **Improved attendance rates.**
- **Increased achievement of school merits.**
- **Reduced numbers of referral to guidance.**
- **Impact on young people – more confident individuals, improved life skills and confidence.**

HOW DOES IT WORK?

In return for committing to the programme each SoR will receive a package of support and resources to enable a staff member (part of existing post or additional part-time post) to lead the SoR. This includes the delivery of a daily programme of rugby skills and generic sport/physical development to a core group of approx 15-20 S1 pupils (continuing through to S2), as well as working with staff to drive the development of rugby as a priority sport to deliver the wider benefits above, and ensuring that all players have clear pathways/exit routes into long term rugby participation at appropriate levels. This additional staffing resource could take the form of a suitably qualified member of school staff where part of their time is funded by the programme or the inclusion of a quality coach/development officer deployed in the school or a combination of the above.

In addition, the school will be supported through the provision of coach education courses and CPD for staff, and in the delivery of rugby technical and physical development elements by Scottish Rugby's CashBack Project Officers. A new National Rugby Curriculum has been developed to aid this which is tailored to the appropriate age and stage of development of participants, and is designed to help them acquire and develop core skills and physical competencies. Opportunities for further learning outwith the classroom will be provided through the support/links/involvement provided by local rugby clubs, primary schools and parents, and support from professional players to inspire pupils and staff and act as positive role models, and visits to see how professional rugby teams are run.

Commitments
The following is a summary of the commitments required by partners for the SoR:

Scottish Rugby

- An annual financial contribution toward the costs associated with the programme e.g. increased staffing capacity.
- Technical expertise for coaching content and physical development/competencies.
- Coaching courses and ongoing CPD for staff.
- Monitoring and evaluation framework.
- Links to Edinburgh Rugby and Glasgow Warriors professional players and teams.
- Youth coaching resources for pupils.
- Links with and support of local rugby club.
- Bring head teachers and key staff from SoR together to share best practice and to 'steer' the development of the programme.

Appendix B SSoS Handbook

Identifying information removed throughout

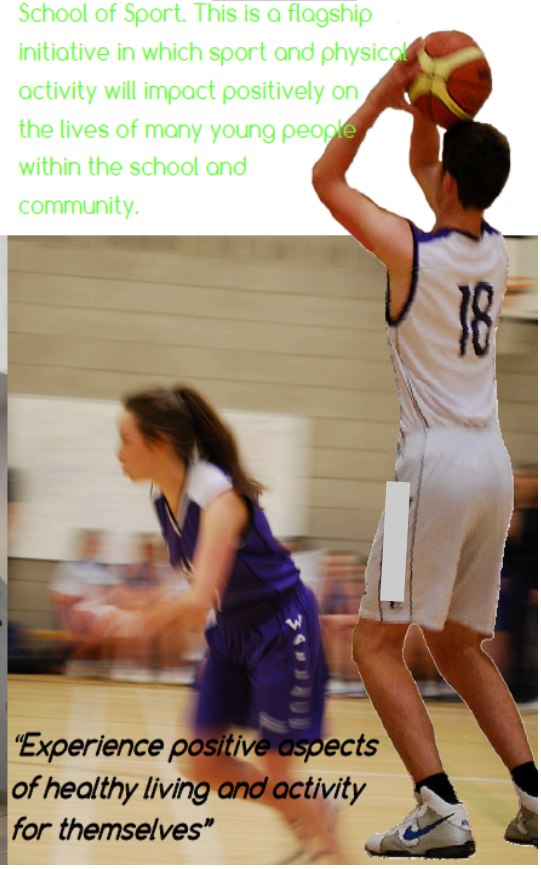
Scottish School of Sport

Appendix B (cont.)

Background

Active body, active mind

[redacted] *School of Sport* - cultivates an environment in which the physical, social and emotional wellbeing of every pupil can flourish. We strive to break down the barriers between Physical Education, Physical Activity and Sport in delivering a curriculum that offers a wide variety of experiences and creates links between all three. We aim to promote life long participation in the field of sport and leisure and through our Curriculum, from S1 to S6, we will highlight a clear pathway for future participation. Together with our partners (sportscotland, Scottish FA, SRU, Scottish Basketball, University of Stirling and Active Stirling) , the school is forging ahead with exciting and life changing opportunities for our young people. Steven and Gary Caldwell (club captains at Birmingham City FC and Wigan Athletic FC) have agreed to be ambassadors for [redacted] Scottish School of Sport. This is a flagship initiative in which sport and physical activity will impact positively on the lives of many young people within the school and community.



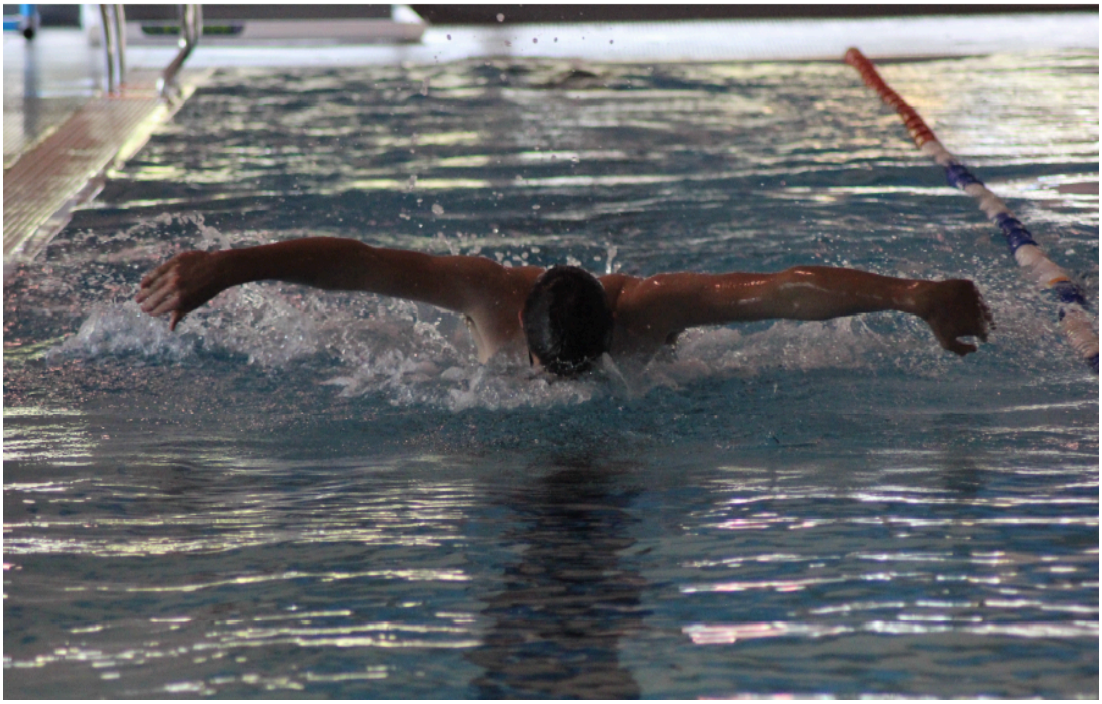
Appendix B (cont.)

Priorities and aims

live sport breathe sport

The vision is to increase participation, nurture and develop our gifted and talented athletes, hone existing leadership qualities and improve attitudes to learning across the curriculum.

- increase participation levels
- improve interpersonal skills
- improve physical, social, emotional and mental wellbeing
- develop leadership opportunities
- support gifted and talented athletes
- improve academic attainment within physical education and positively impact attitudes to learning across the curriculum
- improve lifelong participation
- forge closer links with sports clubs



Appendix B (cont.)

What we have done.....

6 Schools of Sport have been established.

What are they?
Within each one, pathways have been created to promote lifelong learning: each School of Sport consists of a lead physical education teacher, a pupil committee, a link to a local club and the support of a national governing body.

Professional photographs, sports graphics inspirational quotes and a new wall of achievement have been added to inspire our young learners and recognise their success. Furthermore, significant investment has been made in equipment and facilities; mountain bikes; an outdoor basketball court; state of the art resistance room and sound technology systems. These have been added to provide further opportunities for pupils to progress.

Looking to the future:
The department will collaborate with Stirling University to add expertise to our Sports programmes.

Projects will take place with students from the University who will use video analysis to develop performance, lead lectures and develop programmes in Sports Psychology, Nutrition and Physiology - thus adding to the depth and holistic nature of our School of Sport.

We will continue to develop our facilities and opportunities to encourage our pupils. The first development will be a trail and trim track for mountain biking and off road running.

A key aspiration of the School of Sport is to improve attitudes to learning; pupils are encouraged to utilise *School of Sport* Study sessions at lunch times and after school. During this time they are supported with completing curricular work for other subjects.

Appendix C Pupil Recommendation Form

School of Sport

Pupils Recommendations

As part of the process for the School of Sport we would like to use your knowledge of your pupils to help us identify those individuals who may be suitable for the programme.

With the School of Sport's purpose of developing the 'person 1st player 2nd' we hope to recruit young boys or girls who have a passion for the game above all else. The process does require some degree of practical ability but it is not a limiting factor by any means. We are keen to support pupils who may struggle socially or academically through the medium of sport and develop a range of skills involved with the activities such as communication, concentration and discipline, all of which we hope can be transferred back into the classroom.

Can we ask for your help in recommending pupils within your class who you believe would suit the School of Sport at '

Name	Reason for consideration
A Non	Enjoys football, struggles socially at times, poor support at home, keen to learn

Please feel free to photocopy this sheet should you have more pupils than the required number of spaces above.

Can I take this opportunity to thank you for taking the time to complete this form. This information will be kept confidential. Should you have any further questions please feel free to contact myself on the details below.

Appendix D Programme Code of Conduct (SoR Example)

School of Rugby – Code of Conduct

The School of Rugby is primarily a programme which focuses on the development of social, physical and academic skills of young boys and girls at S1 – S2 levels. It does this by developing these skills in a rugby environment and by monitoring the progress of students in their school, sporting and social life.

The skills and attributes essential for all good rugby players including communication, ability to follow instruction, focus and concentration, teamwork, creativity and problem solving can be equally applied to situations in the classroom, the playground, at home or in the street.

For many young people, rugby is an activity that captures the imagination and brings happiness to their lives and is a medium through which they can learn in ways that may not be achieved in other environments.

In order that the goals of the programme are achieved all students selected for inclusion must adhere to the standards and expectations which are set out below.

The code of conduct and discipline has been created in conjunction with all relevant stakeholders including the students themselves and should act as a framework for student behaviour during all aspects of the programme.

Appendix D (cont.)

General

Students will:

- Behave appropriately at all times
- Respect coaches, teachers and fellow students
- Be inclusive of all
- Work hard and always give 100%
- Project the correct image
- Be a role model for others
- Maintain discipline at all times
- Share worries and concerns with coaches / teachers

Specific

Equipment / Training Kit

Students will:

- Take care of all rugby kit provided by Scottish Rugby.
- Mark all kit with their name.
- Bring full kit to every session, including waterproof jacket.
- In the case of loss of equipment replace relevant item(s) at their own expense.
- Respect all equipment (balls, bibs etc.).
- At the end of every session, assist in the collection of all equipment.

Changing

Students will:

- Change in the changing room designated by the coach and must get changed as quickly as possible to commence the session at the allocated time.
- Behave in a mature and responsible manner in the changing rooms both before and after a session.

Appendix D (cont.)

Training

Students will:

- Display a high level of concentration and focus at all times.
- Actively encourage all students within the session.
- Display good sportsmanship at all times.
- Always lead by example by displaying a positive attitude.
- Listen carefully to and act on instruction given by the coach.
- Move quickly and safely between drills and practices to maximize time on the training pitch.
- Consider their diet at all times i.e. what they eat at break/lunch, how much fluid they take on board during the day.

Injuries / Illness

Students will:

- Bring a letter/note signed by their parents/guardians if they are injured or ill and unable to take part in any of the sessions.
- Bring to the attention of the coach any known injuries prior to the commencement of a session.
- Bring to the attention of the coach any injuries sustained during a session.

School work

Students will:

- Ensure that they display a good attitude and good behaviour in the general school environment.
- Keep up to date with school work in all subjects.

Appendix D (cont.)

PLAYERS – DISCIPLINE CODE

In the event of a breach or series of breaches of the foregoing Code of Conduct the following progression of disciplinary measures will be instigated. The level of disciplinary action taken will at all times be commensurate with the particular breach of conduct.

1) Verbal warning

2) Verbal Warning and punishment detail (additional exercise etc)

3) Exclusion from part of a session.

4) Miss one session.

5) Referral to Head of P.E. Dept. (possible discussion with parent / guardian).

6) Letter to parent / guardian.

4) One week suspension from the School of Rugby (all party discussion – parent/guardian, Head of PE, Coach, Student)

5) Exclusion from the School of Rugby.

By registering my/our child with the SCHOOL OF RUGBY I/we agree to abide by these principles. I/we support Scottish Rugby, XXX Rugby Club, XXX Council and XXX School in their undertakings and encourage the taking of any necessary disciplinary actions where warranted should their be a breach of the foregoing conduct guidelines.

PLAYERS NAME: _____ _____
(print name) *(signature)*

PARENT/GUARDIAN'S NAME: _____ _____
(print name) *(signature)*

DATE: ____ / ____ / 20 ___

Appendix E SoR Pupil Progress Report

LONG TERM PLAYER DEVELOPMENT- LEARNING TO PLAY STAGE
PLAYER PROGRESS GUIDE

By the end of this stage (males 12, females 11) *almost all* players should achieve competence in the facets below, but *some* players may be able to achieve more. Note – this is a developmental guide NOT a selection tool.

SCOTTISH RUGBY

Player		Date	May 2012
Squad		Coach / Teacher	

PLAYER COMPETENCIES (√=is able to, P=progressing X= is not able to)	√ /P/X	ACTIONS	PLAYER COMPETENCIES (√=is able to, P=progressing X= is not able to)	√/P/X	ACTIONS
PHYSICAL COMPETENCE					
Sprint with sound technique	√		• Overhead squat		
Accelerate	√		• Double leg squats	√	
Decelerate	√		• Walking lunge		
Change direction	√		• Standing long jump	√	
Jump	√		• Forward hop and hold	√	
Fall to ground forwards, backwards and to both sides	√		• Lateral hop and hold	√	
Get back to feet from landing on front, back and both sides	√		• Press up		
Wrestle opponents to the ground	√		• Medicine ball rotations		
Perform the following with sound technique			Link three gymnastic movements / animal walks fluidly in a confined environment - e.g. jump ~ forward roll ~ back to feet ~ accelerate away		
• Prone stabilisation			Explain the importance of and demonstrate an effective stage specific warm up and cool down		
• Lateral stabilisation			COMMENTS – gives up on most of the physical competencies if they are going to be hard or he can't be bothered that day. could complete more/ more of these exercises if he wanted to push himself.		
• Forwards roll					
• Backwards roll					
MENTAL SKILLS COMPETENCE					
Understand and achieve realistic goals set by the coach / teacher	√		Communicate with team-mates effectively		
Set and achieve realistic goals for self			Cooperate and share the space and equipment safely	√	
Answer questions from coach / teacher to develop awareness			Understand and follow the laws of the game	√	
Review sessions with coach / teacher	√		Cope with winning and losing	√	
Practice away from the club / school			Understand Rugby's scoring system and keep the score	√	
Understand the outcomes of their actions (both good and poor practice) in relation to the principles of play	√		Make up a small sided game and explain it to the squad / class		
Work on own and with others	√		Uphold the values of the game	√	
LIFESTYLE COMPETENCE					
Remember gumshield for every session	√		Remember water bottle for every session		
Explain and display respect for officials, team mates and volunteers in the game and consistently display good sportsmanship			Explain why healthy nutrition and sleep are important to my standard of play	√	
USUAL EFFORT LEVELS					
Effort level consistently displayed by player. 1= best effort, 2 = hard – very hard effort, 3= fairly hard effort, 4= very light effort, 5= very, very light effort	3 = Fairly Hard Effort		COMMENTS – is very easily distracted and gives up on skills/practises very quickly if they are going to be hard work or he is not in the right frame of mind. However, when he does engage with the practise he displays some good skills and seems to enjoy himself.		

Appendix E (cont.)

SKILLS COMPETENCE					
HANDLING SKILLS					
Perform the following passes to support in space with sound technique:-			• Chest	√	
• Lateral	√		Perform football shy (two handed throw above head)	√	
• Switch			Hand catch effectively	√	
• Loop			Catch the ball above head	√	
• Pop	√		Jump and catch the ball above head	√	
• Clearing			Catch the ball below thighs	√	
RUNNING SKILLS					
Dodge / evade defenders	√		Sidestep		
React to others in attack and defence			Swerve	√	
CONTACT SKILLS					
Maintain a strong body shape pre, during and post contact	√		Present the ball correctly		
Work to stay on feet and leg drive to maintain forward momentum when tackled			Make correct decisions pre, during and post contact	√	
Show confidence in contact situations			Win the ball on the ground and get back to feet quickly		
DEFENDING SKILLS					
Select the correct tackle to make	√		Perform a safe and effective rear tackle		
Perform a safe and effective side tackle	√		Go forward individually in defence	√	
Perform a safe and effective front tackle	√		Go forward as a team in defence		
TEAMWORK SKILLS					
Work with team to go forward in attack and defence			Recognise and attack / defend space	√	
Communicate with team in attack and defence	√				
CONTINUITY SKILLS					
Keep the ball alive in contact situations			Pass from the ground	√	
Evades to ensure they rarely take a head on tackle	√		Present the ball correctly	√	
Pass before contact	√		Support in contact – decides role and executes		
Pass out of a tackle (offload)	√				
KICKING AND FIELDING SKILLS					
Perform the following kicks with sound technique:-			• Drop kick		
• Place kick			• Kicking from hand on the run		
• Punt kick	√		Field a high ball		
SET PIECE SKILLS					
Understands and explains the role of the set piece as a restart and contest for possession as well as an opportunity to create space to attack					
SCRUM			**LINEOUT**		
Maintains a strong and stable body shape during scrummage			Outmanoeuvre an opponent		
Performs the correct engagement sequence (Crouch, touch, pause, engage)			Out-jump an opponent		
			Catch the ball above head whilst in the air		
			Land safely and deliver the ball		
			Throw the ball accurately to a moving, jumping player		
KNT SKILLS COMPETENCE					
Demonstrate competence in the stage specific Key Factors of the Hand catch / grab (refer to page 19/20 of Coaching Tag & Mini Rugby resource)	√	Continue to work on this by reviewing key parts of skill.	Demonstrate competence in the stage specific Key Factors of Ball Presentation (refer to page 19/20 of Coaching Tag & Mini Rugby resource)		
Demonstrate competence in the stage specific Key Factors of the Offload (refer to page 19/20 of Coaching Tag & Mini Rugby resource)			Demonstrate competence in the stage specific Key Factors of Individual Tackle technique (refer to page 19/20 of Coaching Tag & Mini Rugby resource)		

Appendix F Staff interview schedule

[Note: All staff interviews began with the following sections]

INTRODUCTION

General discussion on school week, how are things going in their classes at the moment, etc…

BACKGROUND INFORMATION

Name, years of teaching, any other interests outside of teaching, any clubs or activities they are involved in.

[Note: The next four topics were discussed in the order of the flow of the conversation. Some parts were explored more in-depth in some interviews than others. For example, conversations with staff that were directly involved in the SSoS included longer discussions on the programme itself]

HOW/WHY DID YOU BECOME A TEACHER?

Asking the teachers what their motivation to become a teacher was, the route they took to get there, any thoughts on teaching that has changed over time

HOW DO YOU RUN YOUR CLASS?

A general discussion about the day-to-day operations of their classes, questions on the structure and planning of their classes and any changes they have made over time.

SCHOOL, NEW V. OLD

*Only discussed with staff members who were teaching at the school when they were in the 'old' building. What are the differences between the buildings? How did the change in building effect the staff and pupils?

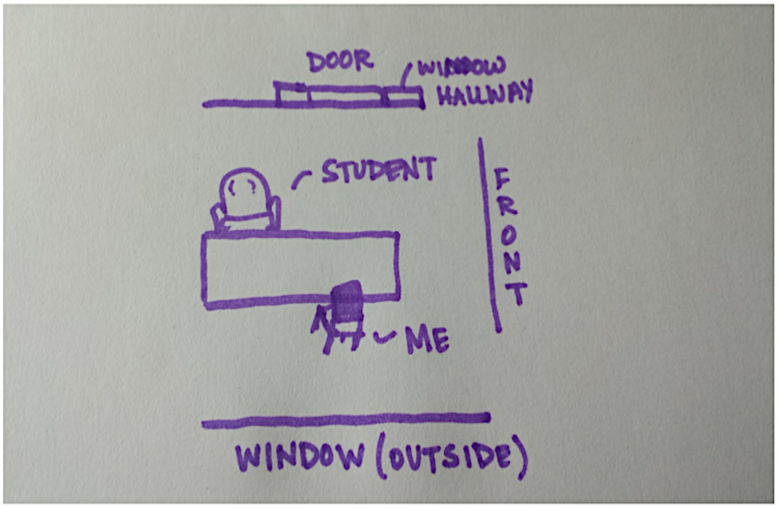
SSOS PROGRAMME

Some probing questions: What is your experience of the programme? What are your initial thoughts on the SSoS? How do you feel it has affected the pupils involved? How does the trial process work?

Appendix G Field notes excerpt

At first I had the desks set up to where the student was facing the back of the classroom and I was facing the front. Then I thought that there may be a distraction with looking out of the windows in the hallway. So I decided to change the set up to be looking toward the outdoor windows because the blinds could be drawn and hopefully distractions eliminated.
I also choose to have the student sit in the 'comfy' chair, because first of all, it makes them feel important to sit in the teachers chair and I wanted them to be comfortable during the interview.

At first I had two desks to make a full table, but when I sat down at the desk, the student felt too far away, so I just had it as the one desk, with the student sitting slightly to the left of me and myself sitting slightly opposite. This gave the illusion of space but closeness as well.



Appendix H Staff informed consent document

Thesis Title: Structured School Sports Programmes and Positive Youth Development
Researcher: Jennifer Salfen, M.Ed.
Supervisors: Dr. Robbie Nicol, Dr. Pauline Sangster, Dr. Sarah McGeown

Purpose

This research project is investigating the extent to which structured sports programmes foster positive youth development. This project aims to measure the emotional, social and cognitive effects of structured sports programmes on students. I also want to cross-reference these measures with academic motivation and achievement. I am additionally interested in the processes and contexts of these programmes that are most effective for reaching these aims.

What you will be asked to do

As part of this research I will be asking you to participate in a conversational-style interview where I will ask you to discuss some of the features and aims of the SOS programme, overall and specific to your individual sport. In addition I will be asking you about some of the outcomes for students involved in the programme. I may ask you to speculate on the structure of the programme and improving some of the aims and outcomes.

Recording of the Interview

I will also be recording our conversation for the purposes of data analysis only. The recordings of the interview conversations will only be heard by my supervisors and myself. No other person will hear these recordings.

Time required

45 minutes – 1 hour

Data Protection and Anonymity:

Your identity will be kept confidential and any information obtained will be treated anonymously to the greatest extent possible. Your name and any identifying information will not be used in the write up of the study.

Voluntary Participation and Right to Withdraw:

Your participation in this study is completely voluntary. If you choose not to participate, you may do so without giving a reason, and no other person shall know you chose not to participate. You also have the right to withdraw at any time from the research, without giving a reason.

Contact:

Please feel free to contact my supervisors or me at any time if you have any questions or concerns about this study.

Jennifer Salfen: j.a.salfen@sms.ed.ac.uk, 07450340432

Robbie Nicol: Robbie.nicol@ed.ac.uk, Pauline Sangster: Pauline.sangster@ed.ac.uk, Sarah McGeown: s.mcgeown@ed.ac.uk

Appendix H (cont.)

University of Edinburgh, Moray House School of Education

INFORMATION SHEET FOR STAFF

Thesis Title: Structured School Sports Programmes and Positive Youth Development
Researcher: Jennifer Salfen, M.Ed.
Supervisors: Dr. Robbie Nicol, Dr. Pauline Sangster, and Dr. Sarah McGeown

Declaration of Consent

I have been informed about the aims and procedures involved in the research project described above and I voluntarily agree to participate. I also give consent to have the interview recorded for the purposes of data analysis.

Name:

Signed:

Date:

Appendix I Parental opt-out form: Questionnaire

22 August 2013

Dear Parent/Guardian of a Student,

My name is Jennifer Salfen and I am a PhD Student at the University of Edinburgh. Over the 2013/14 school year I will be conducting my PhD research at l. My research looks at secondary school student's perception of their competence and confidence. I have permission from the Head Teacher at to carry out this project within the school.

Throughout the course of my project your child will be asked to fill out three questionnaires and perhaps take part in interviews. Your child can choose whether or not to complete these questionnaires and/or take part in the interview. All information I receive during the course of the study will be kept anonymous and confidential. In addition, your child can choose to withdraw at any time from the project.

If, for any reason, you do not want your child to participate in this study, please return the form below by September 6th, 2013. If you do not return this form it is assumed that you are allowing your child to participate in this research project.

If you have any further questions or concerns please feel free to contact me at j.a.salfen@ed.ac.uk or on my mobile at 07450340432.

Thank you,

Jennifer Salfen, M.Ed.

Please complete and return the form only if you **DO NOT** want your child to participate by September 6th, 2013:

- ☐ I/WE **DO NOT** GRANT permission for my/our child to participate in this research project

Child's Name (please print): _____ Child's Year Group: ____

Print name of Parent(s)/Guardian(s):

_____

Signature of Parent(s)/Guardian(s):

_____

Relation to child: _____ Date: _____

Appendix J Pupil opt-in form: Questionnaire

Dear Student,

My name is Jennifer Salfen and I am a PhD Student at the University of Edinburgh. My research looks at student's perceptions of their competency and confidence. I have permission from your Head Teacher to carry out my project in your school. There are important implications of this project on predicting educational attainment.

Throughout the course of the project you will be asked to complete three different questionnaires, taken with the rest of your class. You will be asked to rate different statements according to how much they apply to you. For example, a statement might read "I like hard work because it is a challenge" and you will be asked to answer on a scale between 1 and 4: 1 - being *strongly disagree (not like you at all)* and 4 - being strongly agree (*very much like you)*. In addition to the questionnaires, you may also be asked to participate in an interview where I may ask you to explain some of the answers in your questionnaire. There may be some difficult questions asked throughout. It is important to let me know if you feel any discomfort and you may stop the questionnaire and/or interview at any time. All information I get from these tasks will remain confidential and be treated anonymously; I will be the only person who will see the answers you give.

I would appreciate it very much if you would agree to take part. If you have any questions please feel free to ask at any point or contact me via email at j.a.salfen@ed.ac.uk. You can withdraw at any point if you would like to stop the session.

Thank you
Jennifer Salfen

Please tick one of the boxes below:

I would like to take part in this project ☐

I would not like to take part in this project ☐

Your name (printed): _____

I _____, have read and understood the above description of the project. I understand that all my answers will remain confidential and will be treated anonymously. I also understand I may withdraw from the project at any time.

(Your signature)

Appendix K Parental opt-in form: Interviews

20th March 2014

Dear Parent/Carer of _____,

My name is Jennifer Salfen and I am a PhD Student at the University of Edinburgh. Over the 2013/14 school year I have been conducting my PhD research at . My research looks at pupil's feelings about themselves, school, and their participation in sport and other extra-curricular activities. Previously, your pupil has participated in a questionnaire in where they indicated they would be willing to be interviewed about these subjects. Although, I have permission from the Head Teacher at to carry out this project within the school, it is still up to yourself and your child whether or not they would like to participate in the interview portion of the study.

The interview will take part during the school day, with minimal disruption to your child's timetable. The information gained in this portion of the study will help provide the student perspective on their own psychological development and their thoughts on how it may be affected by participation in sports and other extra-curricular activities. All information I receive during the course of the study will be kept anonymous and treated confidentially.

Working with your child's support teacher and the school's child protection officer, we will ensure the comfort of your child and that any concerns or disclosures are appropriately discussed. In addition, your child can choose to withdraw from the project at any time, without giving a reason.

If you confirm your permission for your child to participate in the interview portion of the study, please return the form no later than Friday April 25th 2014.

Please feel free to contact me if you have any questions or concerns at j.a.salfen@sms.ed.ac.uk or on my mobile at 07450340432.

Thank you,

Jennifer Salfen, M.Ed.

Please complete and return the form to Wallace High School by **April 25th, 2014**:

☐ I/WE GRANT permission for my/our child to participate in the interview portion.

Child's Name (please print): _____ Child's Year Group: ____

Print name of Parent(s)/Carer(s):

_____

Signature of Parent(s)/Carer(s):

_____

Appendix L Pupil opt-In form: Interviews

Dear Student,

My name is Jennifer Salfen and I am a PhD Student at the University of Edinburgh. My research looks at secondary school student's feelings about themselves and school. I have permission from your Head Teacher to carry out my project in your school.

Thank you for showing interest in taking part in this stage of the study. In this stage you will be asked to participate in an interview, where I may ask you to discuss your thoughts and feelings about your school environment and personal development. All information during our discussion will be treated confidentially and I am the only one who will hear this information. If there is a serious disclosure made, it might be necessary to discuss this with your support teacher or other staff. Our conversation will be recorded, but only so I can listen to it again afterwards. I will be the only one who hears these recordings.

I would appreciate it very much if you would agree to take part. If you have any questions please feel free to ask at any point or contact me after via email at j.a.salfen@sms.ed.ac.uk. If you experience any discomfort during the interview you can let me know and we can decide if you would like to continue with the interview or not. You have a right to not answer certain questions and a right to stop the interview at any time without giving a reason

Thank you,
Jennifer

Please tick one of the boxes below:

I would like to take part in the interview
If so, I give consent to have my answers recorded ☐

I would not like to take part in the interview ☐

Your full name (printed): _____
I have read and understood the above description of the project. I understand that all my answers will remain confidential and will be treated anonymously. I also understand I may withdraw from the project at any time.

_____
(Your signature)

Appendix M Survey questionnaire (T1)[36]

About You:

Full Name:_____

Age:_____

Year Group: _____

Gender: Male/Female (please circle as appropriate)

Questionnaire One:

There are five parts to this questionnaire and it will take you a maximum of 45 minutes to complete all of the parts. As you come to a new section, please read through the instructions carefully. Please answer the questions honestly and in the way that most accurately reflects the way you feel. If you come to a question you are unsure of, please let me know by raising your hand and I will try to help you understand it. Please complete the sections in order they are presented. Please do not go back to sections once they are completed.

You may now move onto the questionnaire.

[36] The survey questionnaire for T2 was exactly the same, except it did not include Section 5.

Appendix M (cont.)

Part One: Instructions: Below is a list of statements about your work in school. Please mark an "x" under the appropriate number, based on the following scale:

1	2	3	4
Strongly Disagree (very unlike me)	Disagree	Agree	Strongly Agree (very like me)

For example, if you really enjoy going to school, you may answer the following statement like this:

Ex: I like going to school.				x

However, if you do not enjoy going to school very much you might respond like this:

Ex: I like going to school.		x		

*Please be honest when answering the statements below. No one but me will see the answers that you give. Please complete all the statements.

Statements	1	2	3	4
1. I like to learn as much as I can in school.				
2. I ask questions in class because I want to learn new things.				
3. I like to have the teacher help me with my schoolwork.				
4. When I make a mistake I like to ask the teacher how to get the right answer.				
5. I read things because my teacher wants me to.				
6. I work on problems because I am supposed to.				
7. I ask questions because I want the teacher to notice me.				
8. I like difficult schoolwork because I find it more interesting.				
9. I like to stick to the assignments which are pretty easy to do.				
10. When I make a mistake I like to figure out the right answer by myself.				
11. I like to try and figure out how to do school assignments on my own.				
12. I work really hard because I really like to learn new things.				
13. If I get stuck on a problem I keep trying to figure out the problem on my own.				
14. I like the teacher to help me plan what to do next.				
15. I like hard work because it's a challenge.				
16. I like to ask the teacher how school assignments should be done.				
17. If I get stuck on a problem, I ask the teacher for help.				
18. I like to go on to new work that's at a more difficult level.				
19. I like those school subjects that make me think pretty hard and figure things out.				
20. I don't like difficult schoolwork because I have to work too hard.				
21. I don't like to figure out difficult problems.				
22. I work on problems to learn how to solve them.				
23. I do my schoolwork to find out about a lot of things I've wanted to know.				
24. I do extra projects because I can learn about things that interest me.				
25. When I don't understand something I want the teacher to tell me the answer.				
26. I like easy work that I am sure I can do.				

Appendix M (cont.)

27. I like to do my schoolwork without help.				
28. I read things because I am interested in the subject.				
29. I like school subjects where it's pretty easy to just learn the answers.				
30. I do schoolwork because my teacher tells me to.				
31. When I don't understand something right away I like to try to figure it out by myself.				
32. I like to learn only what I have to in school.				

Part Two: Instructions: Below is a list of statements which ask you how you feel about yourself. These questions are quite personal but I would appreciate it if you answered honestly. I will be the only one who sees the answers you give. If you strongly agree with the statement, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**. Please circle only ONE response.

For example, for the following statement, if you're happy most of the time, but not all the time, you might answer like this:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Ex. In general, I am a happy person.	**SD**	**D**	(**A**)	**SA**

1.	On the whole, I am satisfied with myself.	**SD**	**D**	**A**	**SA**
2.	At times, I think I am no good at all.	**SD**	**D**	**A**	**SA**
3.	I feel that I have a number of good qualities.	**SD**	**D**	**A**	**SA**
4.	I am able to do things as well as most other people.	**SD**	**D**	**A**	**SA**
5.	I feel I do not have much to be proud of.	**SD**	**D**	**A**	**SA**
6.	I feel useless at times.	**SD**	**D**	**A**	**SA**
7.	I feel that I'm a worthy person, at least equal with others.	**SD**	**D**	**A**	**SA**
8.	I wish I could have more respect for myself.	**SD**	**D**	**A**	**SA**
9.	All in all, I am inclined to feel that I am a failure.	**SD**	**D**	**A**	**SA**
10.	I take a positive attitude toward myself.	**SD**	**D**	**A**	**SA**

Part Three: Instructions: Below is a list of statements dealing with your general feelings about your abilities. Please indicate which is most like you with an "x" in the appropriate box next to the statement, based on the following scale:

1	2	3	4	5
Not at all true of me		Moderately true of me		Very true of me

Example: I can always figure a way out of tricky situations. ___3___ [Indicates "moderately true of me"]

1. I can always manage to solve difficult problems if I try hard enough. _____
2. If someone says "no" to me, I can find the means and ways to get what I want. _____
3. It is easy for me to stick to my aims and accomplish my goals. _____
4. I am confident that I could deal efficiently with unexpected events. _____
5. I know how to handle unexpected situations. _____
6. I can solve most problems if give the necessary effort. _____
7. I can remain calm when facing difficulties _____
8. When I am confronted with a problem, I can usually find several solutions. _____
9. If I am in trouble, I can usually think of a solution. _____
10. I can usually handle anything that comes my way. _____

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Appendix M (cont.)

Part Four: Instructions: Below is a list of personal traits. Please respond to each section according to the instructions given.

Section One: For this part, you should *rate yourself relative to other students* your own age by using the following scale:

A	B	C	D	E
Lower 0-20%	Lower 20-40%	Middle 40-60%	Upper 60-80%	Upper 80-100%

Example of how to respond:

Ex. Height: ___D___ [An answer of "D" indicates that I think I am in the upper 60-80% in terms of my height compared to other students my age]

1. Intelligence _____
2. Social skills _____
3. Athletic ability _____
4. Leadership _____
5. Teamwork _____
6. Behaviour _____
7. Time Management _____
8. Perseverance _____
9. Work Ethic _____
10. Respect for others _____

Section Two: Please circle ONE number indicating how personally *important* each of these traits is to you based on the following scale:

A	B	C	D	E
Not at all important to me		Moderately important to me		Extremely important to me

1. Intelligence	**A**	**B**	**C**	**D**	**E**
2. Social skills	**A**	**B**	**C**	**D**	**E**
3. Athletic ability	**A**	**B**	**C**	**D**	**E**
4. Leadership	**A**	**B**	**C**	**D**	**E**
5. Teamwork	**A**	**B**	**C**	**D**	**E**
6. Behaviour	**A**	**B**	**C**	**D**	**E**
7. Time Management	**A**	**B**	**C**	**D**	**E**
8. Perseverance	**A**	**B**	**C**	**D**	**E**
9. Work Ethic	**A**	**B**	**C**	**D**	**E**
10. Respect for others	**A**	**B**	**C**	**D**	**E**

Appendix M (cont.)

STOP: Please wait for further instructions before continuing. Please complete the word search while you're waiting for your classmates to finish. Please do not speak with your classmates during this time. Thank you ☺

WORD SEARCH!

BACK TO SCHOOL

FIND AND CIRCLE THE WORDS ON THE LIST...WORDS MAY BE FOUND ACROSS, DOWN, OR DIAGONALLY - - FORWARDS, BACKWARDS, AND SOMETIMES OVERLAPPING. HAVE FUN!

WORD LIST

ACADEMY
ALGEBRA
BELL
BLACKBOARD
BOOKS
BUS
CAFETERIA
CHALK
CIVICS
CLASS
DESK
GEOGRAPHY
GEOMETRY
GOVERNMENT
HALL MONITOR
HISTORY
LANGUAGE
LIBRARY
LITERATURE
LOCKERS
MATH
PLAYGROUND
READING
RECESS
SCHOOL
SCIENCE
STUDENT
STUDY
TEACHER

P H C G W J A X L I B E R P
M T A R E H C A E T Q C S V
C A F L P O N U Q U A N R F
A M E B L Y G U M R K E E Z
U H T L I M E R B B A I K U
Q U E I T Z O E A D R C C S
L B R T E D G N I P L S O T
P N I E R L O N I A H L L U
L D A R A S G H S T F Y A D
A Y D U T S Z S W T O Y D E
Y L O E U G E O M E T R Y N
G O V E R N M E N T A O M T
R O T N E R M E V O G T E S
O H C H A L K C B L I S D Y
U C I D K M S K O O B I A R
N S V Q V Q C U J B F H C W
D V I E G A U G N A L E A G
M E C C L I B R A R Y S S T
W Z S B I X U T H U R S D A
N O J K G S S E C E R B L P

SPECIAL THANKS TO CALVIN & CAMERON HOLTROP

www.cybercrayon.net

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Appendix M (cont.)

Part Five: This section has two parts. The first will ask about your participation in sports, the second will ask about other areas of participation such as art, music and drama. Please fill out this section completely and to the best of your ability.

Part One: For this section please tick all the appropriate boxes that apply to you. Please **do not** mark sports you participate in during your PE class.

Please tick "competitive" if you participate in organized games against other teams and/or individuals. Also tick "competitive" if you are judged on your performance in any way. Please tick "non-competitive" if you participate in the sport but do not compete. For the number of hours per week, if you've marked competitive, estimate the number of practice hours plus game time per week. If non-competitive estimate the number of hours you engage in that activity per week. If you do not engage in the sport, please leave the row blank.

Example 1: If I am on the Football team at school, competitively, for 10 hours per week plus ride my bike 30 minutes to school and back (15 min there, 15 min back), everyday, I would answer like this:

	I participate at school	Outside of school	Competitive	# of Hours Per Week	Non-competitive	# of Hours Per Week
Cycling		x			x	5
Football	x		x	10		

Example 2: If I participate on the Dance team at school, competitively, for 10 hours per week plus Cheerleading outside of school, competitively for 10 hours per week, I would answer like this:

	I participate at school	Outside of school	Competitive	# of Hours Per Week	Non-competitive	# of Hours Per Week
Dance	x		x	10		
Other: Cheerleading		x	x	10		

	I participate at school	Outside of school	Competitive	# of Hours Per Week	Non-competitive	# of Hours Per Week
Adventure Sports (orienteering, rock climbing, kayaking, etc…)						
Athletics						
Badminton						
Basketball						
Bowling						
Boxing						
Cross- Country						
Cycling						
Dance						
Fitness						
Football						
Golf						
Gymnastics						
Handball						
Hockey						
Ice Skating						
Lacrosse						
Martial Arts						

Appendix M (cont.)

Netball						
Rowing						
Rugby						
Running						
Shinty						
Skateboarding						
Skiing						
Swimming/Diving						
Tennis						
Volleyball						
Weightlifting						
Wrestling						
Other:						
Other:						

Part Two: For the second section, I would like to know other things you participate in, either instead of, or in addition to, sport. Please tick all boxes that apply and as above, indicate competitive (also tick this if you perform in this category) versus non-competitive and the estimated hours per week. Please leave the row blank if you do not participate in that activity.

	I participate at school	Outside of school	Competitive	# of Hours Per Week	Non-competitive	# of Hours Per Week
Academic Clubs (chess, debate)						
Art (drawing, painting, computer design)						
Drama (theatre, improv)						
Fashion (design, sewing)						
Music (band, instrument)						
Needlework crafts (embroidery, knitting)						
Photography						
Wood crafts						
Other:						
Other:						
Other:						

Please use the space below to provide any additional information about your participation:

_____

_____

☐ **Please tick this box** if you would be willing to be interviewed about this topic. The interview will take approximately 15 minutes and will be conducted over the next few months. Thank you for all the answers you have provided. Please raise your hand to indicate you are finished with the questionnaire. Finished! ☺

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Appendix N Photographs used in the pupil interviews

PHOTOGRAPH 1

PHOTOGRAPH 2

Appendix N (cont.)

PHOTOGRAPH 3

Appendix O Pupil interview schedule

Introduction:

-Greeting, introductions, setting the tone.
-This interview will have 2 parts. In the first part I will show you a series of photographs and ask you to explain a little about what is pictured and some of your feelings about the pictures. For the second part I will ask you about your feelings on your own personal development. [Read informed consent document; ask if they would like to participate, and if they agree to be recorded].

Part 1: Images and Experience
[Pictures of entryway, SOS 'quotes' from wall, trophy cases, etc...]

-Can you tell me about what you see in this photograph? (what is pictured, details of the photograph, etc...)
-How does it make you feel when you see this image? What does it make you think about it? (prompt when necessary about the subject of these images: uniforms, banners, trophies, awards…)
-Do you think everyone entering the school feels the same as you? How might they feel differently? Why do you think the displays are set up in this way?
-Can you take me through a 'normal' school day for you? (ask about classes, teachers, activities, after-school, coaches, etc...) *probe for the 'I' responses

Transition:

-Thank you very much for sharing that with me. I'd like to shift focus now and I want you to think about your personal development…

Part 2: Personal Development

Identity and Identity Formation

-Do you have a 'group' you like to hang out with at school? Why do you hang out together? Do you have things in common? Do you have differences? (if there isn't a group per say, ask about friends or possibly siblings/cousins if necessary)

-How does being part of that group make you feel? What does it mean to be a part of a group? [Or possibly what are 'groups' like in the school...would you like to be a part of a group? Or not? And why?]

-Is being part of the group important to you? Do other students in the school talk about your group as a 'group'?

-Was there a time when you wanted to be part of a group, but weren't? If so, how did that make you feel?

-Do you have classes with your group members? Do you participate in activities with them? Do you see them outside of school?

-[if part of SOS] How do you feel about the School of Sport? How does it feel to be a part of the SOS? How do you think students might feel who aren't in the SOS?

Appendix O (cont.)

-[if part of SOS just this year] Did you participate in the SOS last year? If not, how does it feel taking part this year?

-[if not part of SOS] How do you feel about the School of Sport? How does it feel to not be a part of the School of Sport? How do you think students might feel who are in the SOS?

Transition:

-Thank you again for sharing that with me. I'd like to ask you now a little bit about some things I've read about called "health and well-being and "positive youth development"…

Positive Youth Development

-Part of the curriculum and the School of Sport focuses on 'health and well-being'. What do you think this phrase 'health and well-being' means? (break down into 'health' as in physical health versus psychological or mental health... what are the differences?)

-Do you think the School of Sport focuses on these things? What types of things do they do that would make you think this?

-How do you feel about your own health and well-being? Does the School of Sport focus on your health and well-being? How do you know this?

-What about the term 'positive youth development'? (what does 'positive' versus 'negative' mean? What is development?)

-What types of traits or characteristics do you think are involved in positive youth development? How do you feel about these traits? Are these traits important to you? Why are these important? Why are these not important? Does the School of Sport focus on these traits? Why do you think this? How do you know?

-How often do you hear the word self-esteem? Motivation? Where do you hear these words? What do they mean to you? Why are people using them?

Transition:

Thank you for sharing that with me. I am interested in the types of real life skills, those traits and characteristics we talked about….

Transferrable Skills/Knowledge

-What skills do you think you need for the classroom? What skills do you think you need for the 'real world'? What are the most important of these skills (in general and to yourself) (if necessary discuss goals during school, outside of school and when looking for a job, what are employers looking for?)
-How are you going to 'get' these skills? Who is going to help you with these skills?

Appendix O (cont.)

-Does being in the School of Sport give you any of these skills? Does the SOS help you develop these skills? What are the most important things that your coach emphasizes? Why are these things important?
-Do you think any of these skills will help you later on in life? How might you use these skills in say a job or at home?
-What are the most important skills you possess/ have learned? Do you think your participation in SOS has helped you with these skills?

Transition:

Thank you for sharing that with me. In the final section I want to explore with you the types of things that motivate you….

Motivational Orientations

-First of all, what does 'motivation' mean? What types of things motivate you? (prompt where necessary giving an example of how getting an 'A' might be your motivation to study for an exam)

-What motivates you to go to school? What about school work? What about during classes? (delve deeper if possible into why certain times they are more motivated than other times)

-Who motivates you? Why do you think they motivate you? (ask for clarification on how this person motivates you)

-What motivates you to participate? (either in SOS or in other activities).

Ending:

Thank you very much for your time and for sharing all those things with me.

Appendix P Analytic memo excerpt

Duncan Interview Memo 1. (31.8.2014 [16:13])

Initial interview transcription notes

This interview was very interesting in the fact that there were a lot of times that it felt almost like I was hearing all the answers that I needed to hear. I have no idea if the pupil was prompted or not and I cannot say for sure, but it was interesting to hear how important this programme was to him and to the school and how he feels it has made him a better person. It was interesting to me the level of self-awareness and ability at self-reflection that this pupil demonstrated. However it seemed like there was a clear repetition of possibly socially desirable answers regarding the programme.

I think it was interesting how easily he switched from discussions about the classroom to SSoS, seamlessly and where he did not really make any distinctions between the SSoS and classroom, I had to clarify which he was talking about. This is an important insight because it means he doesn't think of them as that separate. He sees both the programme and his schooling as part of the same entity.

However he did mention one thing that peaked my interest and that was about the classroom sessions for SSoS. He discussed that they talk about nutrition and 'mental stuff' in the classroom sessions but added that they are only in the classroom if it is bad weather outside. It is unclear whether these classroom sessions are planned in advance or if they are impromptu when the weather is not cooperating. He made it clear that the practical portions are emphasised throughout which makes me wonder what aspects of the programme are delivered that enhance other areas of development?

I was also taken aback by the amount of times he mentioned drinking and partying (and not doing it) throughout the interview. I'm not sure if this was something just recently emphasised throughout the school or in the programme or if he knew someone who was in trouble for it.

Appendix Q Useful Twitter terminology

Twitter Handle:
The username of the account. Another user can be mentioned or 'tagged' in a tweet using the '@' sign along with their twitter handle. For example: @YouthSportTrust is the 'handle' for the Youth Sport Trust. Using @[twitter handle] allows a tweet to be seen by the owner of the account that has been 'tagged'.

Tweet:
A 'tweet' is an online post that contains a maximum of 160 characters. This could include media such as links, pictures, or short video clips.

Re-tweet (or RT):
To share somebody else's tweet. The tweet will appear on the sharer's page.

Like:
Other users can 'like' the post by clicking on the '♥' symbol directly below the tweet.

Hashtag:
The '#' sign is used to categorise tweets. Popular topics are referred to as *trending* topics and are sometimes accompanied by hashtags, such as #london2012 #sport. If you click on these hashtag topics you'll see a list of related tweets that have used the hashtag, from many different users. Using 'hashtags' in tweets increases the chance the tweet will be seen by others.

Use of '#' to add to a virtual conversation. (This is an active link where you can click to see other posts that include this same hashtag)

121 accounts have RT this post, meaning it will appear on that account's feed

86 other accounts have 'liked' this post

Appendix R SSoS enrolment numbers

Pupils enrolled in the SSoS during the 2013/14 school year, by sport, year group, and gender

	SoF		SoR		SoB		SoSw		SoD		Totals	
Year Group	M	F	M	F	M	F	M	F	M	F	M	F
S1	18	0	6	2	5	3	5	4	1	17	35	26
	18		*8*		*8*		*9*		*18*		*61*	
S2	11	3	13	0	7	7	1	9	--	--	32	19
	14		*13*		*14*		*10*		*--*		*51*	
S3	12	1	8	2	--	--	--	--	--	--	20	3
	13		*10*		*--*		*--*		*--*		*23*	
Sub Total	41	4	27	4	12	10	6	13	1	17	**87**	**48**
Totals	*45*		*31*		*22*		*19*		*18*		***135***	

Note: SoF = School of Football; SoR = School of Rugby; SoB = School of Basketball; SoSw = School of Swimming; SoD = School of Dance; M = male; F = female

Appendix S Example coding cycle for subtheme 1

FIRST CYCLE	SECOND CYCLE	CATEGORY	SUB THEME	THEME
"Lucky to have it [at our school]"	Having the SSoS is special	Exclusivity and Uniqueness of the Programme	Sub theme 1: Self Validation	Exclusivity and Privilege: The role of being selected (or not) into the SSoS
"Not much schools get the opportunity"				
"Not all these schools have these"				
"[If I wasn't in it] I wouldn't be part of something special"				
"So many go out for it"	The Trial process			
"You've got to trial for it"				
"Can't exactly invite everyone"				
"Not everyone chosen"				
"It's a big moment"				
"Out of 60 only 15 got in"				
"It shows that some people are better than others"	Some people are 'better' than others	The effects of not being chosen or not trialling		
"It's a bit shoutish: you have to be good at sport"				
"It shows what this school is about"				
"You should be good at sport"				
"I wasn't selected: I'm just not part of it"				
*Note: text in **bold** indicates pupil's selected; text in italics indicates pupil not selected; other text indicates pupils who never trialled; this table serves as an example and does not represent the depth or the complexity of the coding process*				